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ABSTRACT

A study evaluated the Kentucky statewide school-to-work (STW) system through surveys of 633 K-12 teachers, phone interviews with 395 employer-participants in STW activities, and 328 randomly drawn employers. Data analysis identified six themes relevant to improving and sustaining STW: (1) working toward bringing program implementation to scale at the local level remains a challenge; (2) current baseline of STW practices at school level confirms this challenge; (3) building on accomplishments and moving from the baseline mean continued efforts in training, assisting teachers and administrators in managing operational factors, and recognizing employers' concerns about involvement; (4) strategic decision-makers should consider that STW is viewed as a school reform effort; (5) findings raised issues about implementing career majors; and (6) strategic decision-makers continue to experience effects of how STW was conceptualized and introduced as a policy initiative. The following key evaluation questions guided the study and organized data displays: (1) How aware are K-12 teachers and employers are of the Kentucky STW system? (2) How are they involved in STW programs and initiatives? (3) How and to what extent has the STW initiative permeated the K-12 curriculum? (4) What factors promote and hinder teacher and employer involvement? (5) How confident are they in the effectiveness of STW in improving students' overall education; (6) How satisfied they are with the system's abilities to prepare them for their roles in STW programs? (7) How has the STW system made a difference in meeting students' needs? The appendices contain employer interview questions, teacher surveys, and other questionnaires. (Contains 35 figures and 11 tables.) (YLB)

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SUMMARY REPORT AND DATA SUPPLEMENT

Improving & Sustaining Kentucky's Statewide System of School-to-Work

An Evaluation Study Conducted by the
Center on Education and Work,
University of Wisconsin-Madison, for the
Kentucky Office of School to Work

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TABLE OF CONTENTS

SUMMARY REPORT

- Introduction 2
- Improving and Sustaining School-to-Work 2
- Key Evaluation Questions 5
- Kentucky Office of School-to-Work 8
- Center on Education and Work 8
- Evaluation Advisory Team 9
- Population Samples and Response Rates 9
- Data Collection 10
- Data Analysis Methods 10
- Characteristics of Respondents 11
- Reference Resources 13
- Contact Information 13

DATA DISPLAY SUPPLEMENT

available on-line: http:/www.cew.wisc.edu/kystw/supplement

- Key Evaluation Question 1 14
- Key Evaluation Question 2 16
- Key Evaluation Question 3 20
- Key Evaluation Question 4 26
- Key Evaluation Question 5 30
- Key Evaluation Question 6 34
- Key Evaluation Question 7 36
- Procedural Considerations 40

APPENDICES

- K-12 Teacher Survey A
- Employer Interview Questions and Protocol B
- STW Description C

INTRODUCTION

The Kentucky Office of School-to-Work (OSTW) commissioned an evaluation study of the statewide system of school-to-work. The Center on Education and Work (CEW) at the University of Wisconsin-Madison conducted the study during the academic year 1998-99 with the aim of providing information to decision-makers concerned about improving and sustaining the system. Findings rest on data from surveys of K-12 teachers (633 useable surveys from 1,300 mailed), phone interviews with 395 employers participating in school-to-work activities, and phone interviews with 328 randomly drawn employers. The Wisconsin Survey Center, also located at the University of Wisconsin-Madison, assisted in data collection.

IMPROVING AND SUSTAINING SCHOOL-TO-WORK

CEW staff, after thorough analysis of the evaluation data and an eight-hour debriefing session with a ten member advisory team, identified six themes relevant to improving and sustaining school-to-work (STW) in Kentucky. Involvement of the advisory team throughout the study was critically important to the study's design and implementation.

Collectively, the six themes stress the importance of "strategic decision making" to the future of Kentucky's STW initiative. This statement must not be misinterpreted as suggesting that the State Office failed to adequately plan its STW efforts. Quite to the contrary, the State Office can be proud of all its efforts to further STW including taking on the revealing task of this evaluation study. The call for strategic decision simply is the external evaluation team's way of saying "tough decisions must once again be made."

The CEW team encourages the State Office and others to carefully identify courses of action to further the spread and/or adoption of STW practices at the school and classroom levels. This path will involve making difficult choices among competing options, sorting out competing priorities and multiple interpretations of "what should be done," plus creating strategic alliances with a variety of agencies and groups involved in the STW and related initiatives. The team also encourages staff to take time from their busy schedules and continue reflecting on their STW implementation experiences, which occurred during the debrief, as well as to celebrate their accomplishments. Details of the six themes relevant to improving and sustaining STW in Kentucky follow:

1. **Generating and ensuring support for the initiative and STW practices is now less challenging; however, working toward bringing program implementation to scale at the local level remains a challenge (see next theme).**

   STW policy and practices have the widespread support of K-12 teachers and employers as well as a positive reputation as practices that meet the needs of students. No less than eight out of ten K-12 teachers felt that each of the various objectives of the Kentucky School-to-Work System is important. An overwhelming majority of all employers (approximately 98%) support state policies that encourage more employer involvement in local schools as a strategy to improve schools. Nearly eight out of ten employers involved in STW attributed improvements in student skills during the last five years to statewide policies such as STW.

Awareness of the Kentucky STW System is high with both teachers and employers. Among the random group of employers approximately five out of ten indicated awareness. Approximately eight out of ten randomly selected teachers were aware of STW.

2. **The current baseline of STW practices at the school level (including involvement of employers) confirms the challenge of bringing local program implementation to scale.**

   The predominant pattern of STW practices within elementary and middle schools is school-based and focused on career exploration. At the high school level the predominant pattern is also school-based and focused on career exploration and on career information and guidance, with the additional components of performance-based assessment and work-based learning. Furthermore, the saturation or depth to which a variety of STW practices are implemented in schools across Kentucky appears somewhat limited. Data suggest that select STW activities are integrated within current schooling practices. The typical baseline within most schools consists of activities rather than organized K-12 school-to-work systems.

   Employers currently participating in school-to-work report sponsoring various types of activities. Activities include (a) sponsoring students in paid or unpaid work-based leaning (63%), (b) serving as guest speaker at schools (61%), (c) participating in career/job fair at local school (62%) (d) conducting student tours (58%), (e) participating in local STW planning (47%), and (g) sponsoring students in job shadowing (39%).

   According to two-thirds of all K-12 teachers with some involvement in STW programming, all kinds of students are involved in STW, including those with special needs. Only 12 percent reported that STW participation was limited to students with vocational interests.

3. **Building on the accomplishments to date and moving from the baseline mean continued efforts in three areas.**

   Training. While sufficient numbers of K-12 teachers and employers seem aware of and support STW, overall knowledge of specific STW practices seems limited. Currently, talking with colleagues was a popular mode for both populations to learn about and develop awareness of STW. However, 45 percent of K-12 teachers indicated that their lack of specific knowledge of STW was a factor that prevented or deterred their involvement. Less than one-third of all K-12 teachers and one-third of all employers reported that they received training in STW concepts and practices.

   Opportunity exists to provide training in STW for both teachers and employers. Strategic decision-making suggests that remedying lack of knowledge should be done through training aimed at the adoption of specific programs and targeted at the various roles, skills, and responsibilities to successfully implement those programs.

   Assist teachers and administrators to manage operational factors affecting implementation. Data indicated that many teachers associate STW with effective educational practice and report that "maintaining good behaviors among students during school-to-work activities/instruction" and "developing interest in school-to-work among students" are not problematic. At the same time, many identified day-to-day operational factors such as finding substitute teachers, time for planning and learning about STW, and obtaining funds to support STW as barriers they face. Thus, ways to directly support teachers (for example, reimbursement for substitutes and release time for planning), if not now provided, should be explored.

Recognize that some employers have legitimate concerns about becoming involved while emphasizing gains from involvement. Employers said they were involved in STW because of civic responsibility to prepare future citizens, because STW is a strategy to ensure a high quality entry-level workforce, and involvement promotes a good public image for the organization. Data did not shed light on the perceived financial benefits, nor any other factors motivating employer involvement. Uncovering the deeper motivational factors supporting greater employer involvement will require additional study.

Liability is of some concern for employers sponsoring students in work-based learning (approximately 23% consider it a major problem). It is of greater concern for participating employers not currently sponsoring a work-based learning placement (approximately 41% consider it a major problem). Time commitment needed to partner with schools is another reported deterrent for both participating employers and those from the random group. Addressing the factors of time and liability simultaneously will require careful thought.

4. **Strategic decision-makers and others should take into account that STW is viewed as one of many important school reform efforts.**

   Data indicated that STW is viewed as being embedded in a wide range of curricula, inclusive of a multiplicity of factors and associated with overall efforts to improve schooling practices. These perceptions point to the need for greater collaboration between various parties and agencies concerned with overall school reform in Kentucky. Since workforce development is now important in many states, including Kentucky, the relationship of workforce development, STW, and school reform needs to be considered.

5. **The study uncovered some evidence that raises issues about implementing career majors.**

   In response to a question about the importance of various objectives of Kentucky's School-to-Work System, including offering career majors, nearly 29 percent of all K-12 teachers reported that career majors are "extremely important." In contrast, approximately 60 percent felt that including all students, emphasizing career preparation, and offering career information and guidance are "extremely important." Furthermore, nearly two in five high school teachers indicated that career majors were not being implemented in their high schools. Another 20.9 percent checked "no information; can't describe" indicating little information about career majors. These data suggest that to teachers, career major programs are less important and have a lower priority than other STW practices.

6. **Strategic decision-makers and others continue to experience the effects of how STW was conceptualized and introduced as a policy initiative.**

   STW legislation gave state and local leaders wide discretion in implementation approaches while charging them with creating three components of a STW system – school-based learning, work-based learning, and connecting activities. Like most states, Kentucky provided wide discretion to local partnerships (referred to as "local labor market areas").

   As a result of this situation, Kentucky has a wide array of acceptable definitions for work-based learning, which made data interpretation about the implementation of work-based learning difficult. Strategic decision-makers may also experience difficulty when considering how best to further work-based learning. To make progress, they may need to reconsider the components of work-based learning and how it differs from part-time jobs which students acquire on their own.

KEY EVALUATION QUESTIONS

The previous six themes emerged from an analysis of data collected in response to seven key evaluation questions that guided the study. The evaluation questions were developed in collaboration with the study's advisory team. In the summary of relevant findings below, the questions serve as an organizing framework. A more detailed presentation of these findings and their relationship to survey data is available on the Center on Education and Work World Wide Web site (http:/www.cew.wisc.edu/kystw/supplement) and the study's Data Display Supplement.

1. How aware are K-12 teachers and employers of the Kentucky School-to-Work System?

Awareness of the Kentucky STW System is high with both K-12 teachers and employers. Among the random group of employers, over 50 percent indicated awareness. Over 80 percent of teachers and participating employers were aware of STW.

A popular mode for both populations to learn of STW was by talking with colleagues. A number of other sources was also mentioned. About one-third of the participating employers indicated they learned of STW from either a local labor-market area representative, or during an event sponsored by the school district. The greatest percentage of K-12 teachers (50.4%) learned about STW from the activities and programs occurring at their individual schools.

Employers and teachers are in agreement with and supportive of the aims and objectives of the Kentucky School-to-Work System. Eight out of ten K-12 teachers felt each of the various objectives of the Kentucky School-to-Work System was important. An overwhelming majority of all employers (approximately 98%) support state policies that encourage more employer involvement with local schools as a strategy to improve education. Ninety-three percent agreed with a statement that the "aim of school-to-work is important along with goals of other reforms." Conversely, 29 percent agreed with the statement: "school-to-work seems like another fad that comes and goes."

2. How are K-12 teachers and employers currently involved in school-to-work programs and initiatives?

One in four K-12 teachers who returned useable surveys (633) reported that they were extremely involved or somewhat involved in STW programs at their schools. Another 31 percent said that they had limited involvement and 41 percent indicated that they were not involved.

K-12 teachers were more likely to be personally involved in STW activities occurring within their classrooms (or directly related) and less likely to be personally involved in activities that required close collaboration with employers. Approximately 48 percent of K-12 teachers (633 total) invited guest speakers, 39 percent took students on field trips and visits to workplaces, and 38 percent emphasized career choices in their classes. Teachers also reported being involved in career days (24%); arranging internships, mentorships, or job shadowing (7%); and arranging paid work experiences (3%).

Data on the actual level of implementation of certain STW practices further reveals levels of personal involvement. The greatest number of elementary and middle school teachers said that their schools were fully implementing (a) field trips to workplaces, (b) incorporating career themes into daily lessons, (c) parents providing career talks, and (d) implementing

career exploration. High school teachers reported that their schools were implementing or "tried out" career exploration, career information and guidance, partnerships with employers, employer/student mentoring, and work-based learning. These data indicate that high school teachers are more likely to be involved with programs requiring greater collaboration with employers.

Employers currently participating in school-to-work activities (395 interviewed) reported sponsoring various types of activities. Activities include (a) sponsoring students in paid or unpaid work-based leaning (63%), (b) guest speaker at schools (61%), (c) career/job fair at local school (62%), (d) student tours (58%), (e) participating in local STW planning (47%), and (g) sponsoring students in job shadowing (39%).

Sponsoring only one student in a work-based situation was reported by the largest percentage of employers. In work-based learning cases, students were given limited responsibilities assisting regular employees.

3. How has the Kentucky School-to-Work initiative permeated the overall K-12 curriculum and to what level of intensity?

"Permeation" and "intensity" are associated with the extent to which STW programming is implemented within schools and classrooms. Forty-one percent of all K-12 teachers who returned useable surveys (633) indicated that the scope and depth of STW programming within their school varied and was highly dependent upon the interests of individual teachers. Fifty-four percent of high school teachers and 43 percent of elementary/middle school teachers involved in STW indicated that the prevalent pattern of STW practices within their schools consisted of integrating career awareness, career exploration, and career development within existing school curricula. Small percentages of teachers indicated that their schools had a variety of well-defined programs targeted at all ages spanning career awareness to connecting with employers and high schools for school-to-work purposes (12.9% elementary teachers, 1% high school teachers)

Other data provided more insights about the extent of STW programming with schools. Data on the frequency of teaching school-to-work concepts during a school year showed that of those teachers involved in STW nearly 8 percent taught concepts daily, 22 percent taught concepts weekly, 14 percent taught concepts monthly, 31 percent taught concepts one to four times per year, and 21 percent taught concepts five to 10 times a year.

A second set of data from involved STW teachers showed the kinds of programs and activities being implemented within their schools. An overwhelming majority of elementary and middle school teachers reported that career exploration, field trips, career talks given by parents, and incorporating career themes into daily lessons were implemented to some degree at their school. For each activity listed above, percentages varied from 70 to 80 percent. High percentages (from 70% to nearly 90%) of high school teachers reported the following as being fully implemented and/or being "tried out" in their schools: career exploration, career information and guidance, performance-based assessment, and work-based learning.

The same data suggested that of all the various practices associated with school-to-work, implementation of career majors could be viewed as less important given other STW practices. Five and half percent of the high school teachers indicated career majors were never considered, 21.8 percent reported that career majors were being studied but not implemented, and for 2.7 percent the practice was studied and rejected as unrealistic.

According to two-thirds of all K-12 teachers with some involvement in STW programming, all kinds of students are involved in STW, including those with special needs. Only 12 percent reported that STW participation was limited to students with vocational interests.

4. **What factors promote the involvement of K-12 teachers and employers, and what factors seem to hinder involvement?**

   Teachers were involved in STW because they believed the concepts and practices were an effective way to educate students. For teachers, time was a significant perceived barrier to their involvement. They reported having trouble finding substitutes to cover classes while they were involved in STW activities and in finding time to plan STW lessons. For teachers who were not involved in STW, they indicated that their lack of knowledge about STW hindered involvement. This group was also wary of the perceived time commitment needed.

   The role of principals or administrators in shaping the involvement of teachers seemed somewhat limited. Nineteen percent of teachers who indicated some involvement in STW attributed their involvement to the influence of their principal or administrator.

   A large percentage (84%) of employers was involved in STW because they viewed it as a civic responsibility to prepare future citizens. The most significant problems they faced were dealing with liability issues and managing the time needed to coordinate with local schools.

5. **How confident are K-12 teachers and employers in the effectiveness of school-to-work initiatives as strategies to improve the overall education of students?**

   Answering this key question proved more complicated than anticipated. Methodologically, it was difficult to draw inferences from the data according to the construct of "confident" as well as separating school-to-work as a distinct and self-standing initiative. Data showed that STW was linked in the minds of most respondents to other initiatives as well as being related to a variety of practices. Thus, no definitive answers emerged about how confident teachers and employers are in the overall effectiveness of school-to-work initiatives as strategies to improve schools. However, as addressed in the first key question, both teachers and employers appear to be supportive of the aims and objectives of school-to-work initiatives.

   Data revealed areas in which employers perceive changes in students' skills during the last few years. Approximately 57 percent of participating employers and 55 percent of the random group reported that work ethic of students had "gotten worse." Approximately a third of the participating employers and a quarter of the random group said that communication skills had "gotten worse." Conversely, 90 percent of the participating employers and 82 percent of the random group indicated that technical and computer skills increased. Student skills in reading and writing, math, and teamwork had stayed the same according to most of participating and random employers, although about a quarter of the participating employers did report that reading, writing, math, and team work improved.

6. **How satisfied are K-12 teachers and employers with the system's abilities to prepare them for their respective roles in school-to-work programs?**

   Over 88 percent of those who received training said that they were satisfied with the experience. This finding is more indicative of how individuals regarded the training that they recalled receiving than their judgments about preparedness for complex STW roles. Thus, the evaluators developed no definitive findings on this question.

7. **According to K-12 teachers and employers, how has the Kentucky School-to-Work System made a difference in meeting the needs of students in the areas of school-to-work?**

   Approximately 50 percent of all K-12 teachers noticed positive changes in how Kentucky schools prepared students for high-skill, high wage careers during the last five years. They attributed changes to a variety of factors including efforts of teachers, the school system's response to a changing world, Kentucky school reform mandates, and the state's STW system and funding.

   Similar percentages (approximately 43%) of both groups of employers reported that high school graduates that apply for work today as compared to five years are prepared for work "about the same." Those who perceived changes attributed changes to a variety of factors including better trained teachers, changes in statewide policies, including STW, improved teaching methods and increased involvement of employers.

KENTUCKY OFFICE OF SCHOOL-TO-WORK

The OSTW is responsible for planning, implementing, and managing Kentucky's school-to-work system. Staff members from the office provide administrative support to the Workforce Partnership Council, serve as liaison to local partnerships, lead the technical assistance efforts to local areas, and monitor and evaluate local partnership councils' performance. A strategy OSTW used to facilitate the implementation of STW initiatives was the creation of 22 multi-county local labor market areas (LLMA) that serve as geographic service areas. Local partnership councils are based in each of the LLMA designations.

School-to-work is a statewide system that offers all students access to programs designed to prepare them for high-skill, high-wage careers, and to increase opportunities for further education. The system is designed to help students acquire the knowledge and skills needed to make an effective transition from school to career, post-secondary education or training, or the military. School-to-work activities can begin in kindergarten and are intended to promote life-long learning (source: Office of School-to-Work brochure).

CENTER ON EDUCATION AND WORK

The Center on Education and Work, School of Education, University of Wisconsin-Madison, undertakes research, development and capacity-building technical assistance activities that strengthen the connections among educational institutions, workplaces, communities, and families. The Center was founded in 1964 under a grant from the Ford Foundation. Throughout its history, the Center has engaged in research, development, and service programs designed to improve education, career development, and other work-related training programs.

EVALUATION ADVISORY TEAM

A ten-member evaluation advisory team assisted CEW in designing the study. The team included members of the OSTW staff, local employers, and Kentucky teachers. Evaluation advisory team members offered guidance in the determination of evaluation methods and in the development of data collection instruments. In addition, selected team members served as a test group during the initial phases of survey development. The team included the following members:

Evaluation Advisory Team

Dianne H. Smithers, Executive Director, Kentucky OSTW
Karla Tipton, Kentucky OSTW
Dave Rigsby, Kentucky OSTW
John Duplessis, Associated Industries of Kentucky
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Sharon Messer, Kentucky Office of School-to-Work
Sandy Conkin, Rehabilitation Program Administrator
Ron Harrison, HDI/UK

Evaluation Research Team

Robert Sorensen, CEW (project leader)
Jake Blasczyk, CEW (study director)
Steve Bialek, CEW (assistant researcher)
John Stevenson, UW Survey Center (survey director)

POPULATION SAMPLES AND RESPONSE RATES

Data were collected from two populations within the state of Kentucky: (1) K-12 teachers and (2) employers. A paper survey was mailed to teachers, while telephone interviews were conducted with employers. The following strategies guided sampling and data collection:

K-12 Teachers. A stratified random sample of 1,300 teachers was drawn from a database of 39,500 teachers in Kentucky. Sample stratification was done to include representation from elementary, middle school, and high school teachers. The sample of 1,300 teachers was determined as a target to achieve a 95 percent statistical confidence level and an approximate reliability of ±3 percent.

The response rate for the K-12 teacher survey was 49 percent; 1,300 surveys were mailed, 633 useable surveys were returned. The resultant estimated confidence for this sample was 95 percent with an approximate sampling error of ± 4 percent.

Employers. Two samples of employers were selected. ***Group A*** consisted of 566 employers involved in school-to-work activities. This group was called ***participating employers*** throughout the study. A population of 2,850 involved employers was developed from participation rosters provided by coordinators of state Local Labor Market Areas. A random sample of 566 was drawn from this population of involved employers. The sample size was determined as a target to achieve a 95 percent statistical confidence level and an approximate reliability of ±5 percent.

[1] Sources for all sampling and confidence estimates: Rea, L. M. and Parker, R. A. (1992). Designing and conducting survey research. San Francisco: Jossey-Bass AND Salant, P., & Dillman, D. A. (1994). How to conduct your own survey. New York: John Wiley & Sons.

The response rate for the participating employer sample was 74 percent (566 ***participating employers*** in sample, 395 completed interviews). The resultant estimated confidence for this sample was 95 percent with an approximate sampling error of ± 4 percent.

A second group of employers, ***Group B***, consisted of 750 employers drawn randomly from Kentucky's statewide unemployment compensation data records. This group was called ***random employers*** throughout the study. It was assumed that the majority of this group of random employers was not involved in STW activities. The total population exceeded 35,000. The sample of 750 random employers was determined as a target to achieve a 95 percent statistical confidence level and an approximate reliability of ±5 percent.

The response rate for the random employer sample was 49 percent (750 ***random employers*** in sample, 328 completed interviews). The resultant estimated confidence for this sample is 95 percent with an approximate sampling error of ± 5 percent.

Response rates are based on a formula that divided the number of completed educator surveys (or employer interviews) by the total number in a sample minus the number of cases determined to be "non-sample." For the purpose of this study, non-sample was defined as teachers who no longer work in the Commonwealth of Kentucky, or employers who were unable to be contacted by telephone because service was disconnected or contact information was incorrect. Survey administrators verified with local directory assistance the non-sample status of each employer unable to be reached.

DATA COLLECTION

Staff from Center on Education and Work collaborated with the Evaluation Advisory Team in the development of two survey instruments. First, a 34-question paper survey was developed, tested, and mailed to the sample of teachers. The mailing included an introductory letter signed by the Kentucky OSTW executive director and the CEW project director. A postage-paid envelope and one-page description of STW was included. The University of Wisconsin Survey Center managed all aspects of the data collection including follow-up activities to ensure an adequate return rate.

Second, an instrument utilizing a Computer Assisted Telephone Interview (CATI) system was developed, tested, and administered to both samples of employers. The instrument consisted of 30 interview questions. Staff from the Survey Center contacted employers by telephone during normal business hours to conduct the interviews. The system allowed for pre-coded questions, open-response questions, and a combination of the two. Interviews averaged 11 minutes in length. Interviews were conducted with a pre-identified person in the case of the participating employer sample. For the group of random employers, interviewers asked to speak to a person in charge of hiring.

DATA ANALYSIS METHODS

Data analysis was conducted at four stages. First, the University of Wisconsin Survey Center compiled data as it was collected. The Center used the computer software SPSS to produce reports that featured the descriptive statistics of frequency, dispersion, and central tendency.

CEW's assistant researcher performed the second stage of analysis. Descriptive statistics were analyzed to identify patterns and assess their alignment with the study's key evaluation questions.

The software program SPSS was used to perform cross tabulation analyses of data to make comparisons among sub-populations within samples (e.g., responses of ***participating employers*** compared to ***random employers***). A modified method of analytical induction was employed to develop descriptive responses to each of the key evaluation questions in order to explain the status of STW in Kentucky. Measures of central tendency and frequency were primary statistics used in analysis.

The third stage of analysis was conducted as a check and verification of emergent themes. The project leader and study director from CEW analyzed data and evaluated the initial conclusions drawn in stage two. Data displays were examined and resultant patterns of response were codified. During stage four of analysis, feedback - based on data displays and findings - was collected from the advisory team members. This input served as a means to verify findings according to the conventions of collaborative action research.

CHARACTERISTICS OF RESPONDENTS

Limited demographic data was collected from the study's respondents. The characteristics of each population are presented in the tables that follow. Data are drawn from respondents' self-reports.

K-12 Teachers. Nearly one-half of the K-12 teachers worked in an elementary school setting, with almost 30 percent of the respondents identifying themselves as high school teachers. Eighteen percent of all teachers were in the profession for five years or less, while 15 percent had careers of more than 25 years.

The most common size of school - reported by nearly 42 percent of respondents - was between 301 and 600 students. Somewhat more than half (56%) of the teachers indicated their school was located in a county with a population between 5,000 and 50,000.

School Type	Percent	Count
Elementary	49.0	310
Middle	18.0	114
Jr. High School	1.1	7
High School	29.2	185
Not reported	2.7	17
TOTALS	100.0	633

Years Teaching	Percent	Count
5 or fewer	18.3	116
6 to 10	18.7	118
11 to 15	15.6	99
16 to 20	13.4	85
21 to 25	18.8	119
26 or more	15.2	96
TOTALS	100.0	633

School Size	Percent	Count
300 or fewer	14.8	94
301 - 600 students	41.7	264
601 - 900 students	23.5	149
901 - 1200 students	10.8	68
1200 or more	9.2	58
TOTALS	100.0	633

County Population	Percent	Count
less than 5,000	5.2	33
5,001 to 20,000	33.0	209
20,001 to 50,000	23.1	146
50,001 to 100,000	12.6	80
more than 100,000	19.3	122
Did not report	6.8	43
TOTALS	100.0	633

Employers (Participating and Random Sample Populations Combined). Employers categorized their organizations across a wide range of business types. Nearly one in five (19.5%) identified themselves as retail sales organizations. Slightly over 16 percent were professional service organizations (e.g., legal services), while manufacturing firms comprised 13.4 percent of the respondents.

Employer respondents tended to have worked in their position a shorter period of time when compared to K-12 teachers. Over 41 percent of the employers held their current job for five years or less. Like teachers, the majority of employers (52%) reported that their organizations were located in counties with populations between 5,000 and 50,000.

Type of Employer Organizations	Percent	Count
Manufacturing	13.4	97
Health Services	7.2	52
Government	3.9	28
Financial Services	5.9	43
Food Service	7.2	52
Retail Sales	19.5	141
Professional Services	16.2	117
Other	26.6	192
Did not respond	.1	1
TOTALS	100.0	723

Years in Position	Percent	Count
5 or fewer	41.4	299
6 to 10	21.4	155
11 to 15	15.8	114
16 to 20	11.3	82
21 to 25	3.9	28
26 or more	5.9	43
Did not report	.3	2
TOTALS	100.0	723

County Population	Percent	Count
less than 5,000	5.3	38
5,001 to 20,000	27.8	201
20,001 to 50,000	24.2	175
50,001 to 100,000	16.3	118
more than 100,000	20.7	150
Did not report	5.7	41
TOTALS	100.0	723

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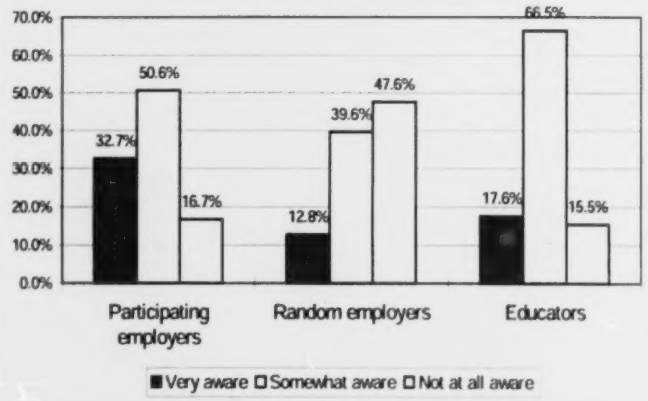
DATA DISPLAYS

The study's seven key evaluation questions serve as the framework for organizing data in this section. Data are displayed as figures and tables in response to each question. Narrative is included to provide additional explanation.

1. How aware are K-12 teachers and employers of the Kentucky School-to-Work System?

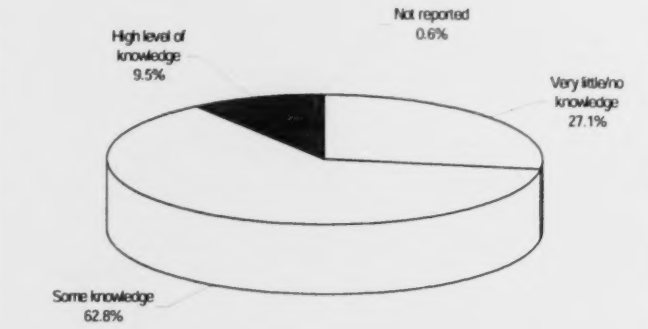
As illustrated by Figure 1, K-12 teachers and participating employers were highly aware of Kentucky's STW System. Eighty-four percent of the teachers indicated they were "very aware" or "somewhat aware" of the system, while 83 percent of participating employers revealed the same. Among random employers, slightly more than half (52.4%) indicated they were somewhat or very aware of the system.

Figure 1. Employers' and K-12 teachers' awareness of Kentucky's school-to-work system



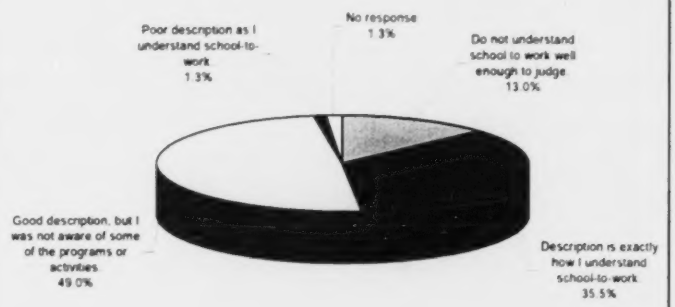
K-12 teachers were very knowledgeable about overall STW ideas and concepts. Figure 2 reveals a total of 72.3 percent had a high level of knowledge (9.5%) or some level of knowledge (62.8%) about the ideas and practices of STW. Teachers' high level of "overall" knowledge was contrasted with the understanding they indicated having about the specifics of STW programming. For example, when asked what factors deterred involvement in STW programming, 45 percent said they did not have enough knowledge about specific STW programming to respond to the question (see Figure 19).

Figure 2. K-12 teachers' overall knowledge of school-to-work ideas and practices



The understanding that K-12 teachers had about Kentucky's STW system was relatively consistent with how the state Office of School-to-Work described its program. A one-page description (see Appendix C) of STW was included with each mailed survey. The survey instrument asked respondents to indicate their understanding of the description. Over eight in 10 (85.6%) found the description to be good or exactly how they understood school-to-work. Only one in 100 felt the description was poor. Figure 3 illustrates these results.

Figure 3. K-12 teachers' understanding of Kentucky STW description


Poor description as I understand school-to-work 1.3%
No response 1.3%
Do not understand school to work well enough to judge 13.0%
Good description, but I was not aware of some of the programs or activities 49.0%
Description is exactly how I understand school-to-work 35.5%

A popular source of information about school-to-work in Kentucky was talking and interacting with colleagues according to all three of the populations studied. Table 1 details the sources cited by each population. In addition to talking with colleagues, the greatest percentage of K-12 teachers (50.4%) learned about STW from the activities and programs occurring at their individual schools. For employers participating in STW, events sponsored by their school district as well as talking with Local Labor Market Area representatives were other frequently mentioned sources.

Table 1. Sources of information about Kentucky's school-to-work system

	Participating employers	Random employers	K-12 Teachers
• Activities and programs at teachers' school	NA	NA	50.4%
• Talking and interacting with colleagues	46.8%	25.3%	41.9%
• Events sponsored by school district	39.2%	13.1%	22.9%
• Local Labor Market representative	34.4%	9.8%	NA
• Other	33.4%	18.3%	10.0%
• Workshops/conferences sponsored by KY STW	31.1%	6.1%	15.3%
• Professional journals	15.7%	15.9%	26.5%
• Television promotion	11.6%	8.5%	11.7%
• Radio advertisements	9.4%	4.6%	2.4%
• Taking a college course	NA	NA	3.5%

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2. How are K-12 teachers and employers currently involved in school-to-work programs and initiatives?

About four in ten (42.5%) K-12 teachers reported no involvement with STW activities and programs, as they understood STW to be defined. As illustrated in Figure 4, another one-fourth indicated they were somewhat involved (20.1%) or extremely involved (4.1%), while approximately one-third (31.4%) stated their involvement with STW was limited. When combining these three levels, over half of the sampled K-12 teachers (55.6%) have some level of personal involvement in STW activities and programs.

Figure 4. K-12 teachers' description of personal involvement in STW activities and programs

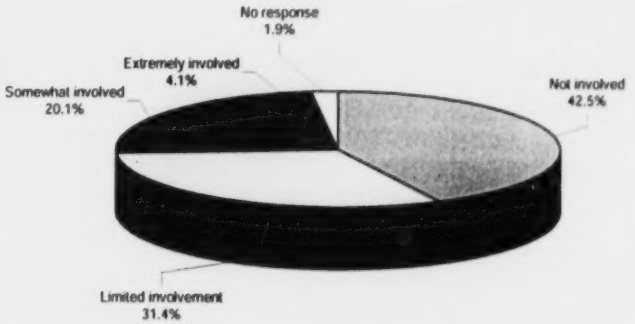


Table 2 reflects the percentage of all teachers involved in various STW activities. The most popular activities focused on increasing career awareness among students. Nearly one-half of the respondents said they invited guest speakers to their classes, while over one-third took students on field trips to work places. Also, over one-third indicated they emphasized career choice in their classes. Lower percentages of K-12 teachers reported being involved in activities that required on-going coordination with employers. Less than seven percent of all teachers said they were involved in

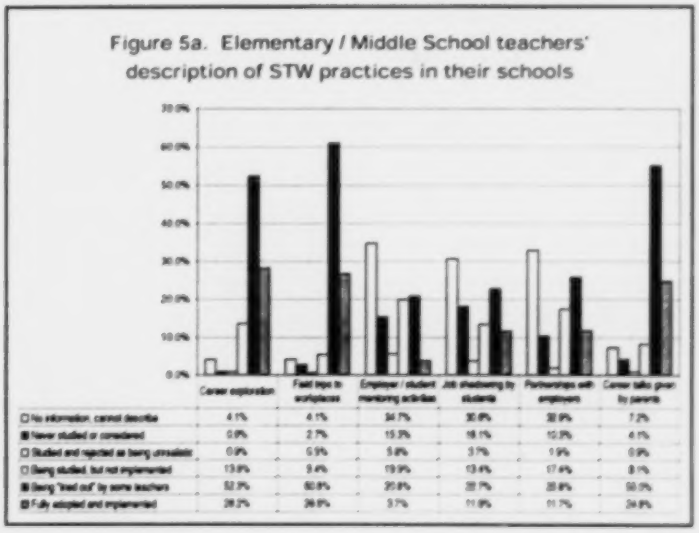
Table 2. STW activities in which K-12 teachers are personally involved

Involved	Type of Activity
47.7%	Invite guest speakers to my classes
39.3%	Take students on field trips and visits to workplaces
38.4%	Emphasize career choices in my classes
24.5%	None, not currently involved
24.3%	Career Days
18.3%	Teach in career-focused subject areas
15.8%	Involved in Advisor / Advisee activity
13.9%	Initiate career exploration projects
8.1%	Arrange work-based learning opportunities for students
7.0%	Reality Stores
6.8%	Arrange internships, mentorships, or job shadowing
6.6%	Advise students involved in work-based learning
6.2%	Involved in tech prep activities
5.8%	Other
4.6%	School-based enterprise(s)
3.2%	Arrange paid work experiences for students
1.9%	Micro Society

arranging internships, tech prep, or advising students in a workplace learning situation.

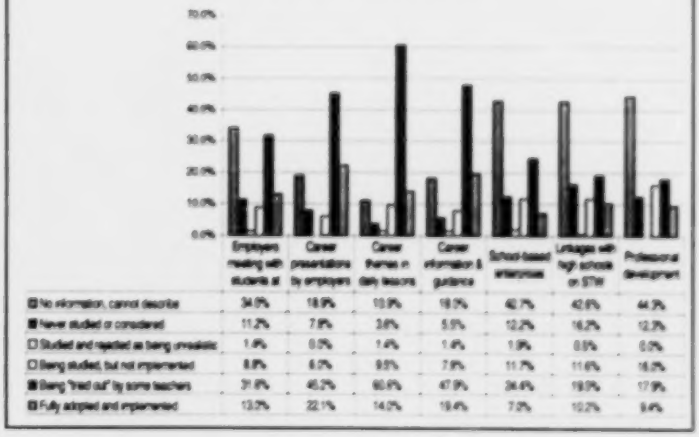
Figures 5a and 5b list various STW practices within elementary and middle schools. The figures depict the degree to which each practice has been implemented at local schools. The highest percentage of "fully implemented" efforts were activities and programs related to career awareness. For instance in Figure 5a, full implementation was reported for career exploration (28.2%), field trips to workplaces (26.6%), and career talks given by parents (24.8%).

Figure 5a. Elementary / Middle School teachers' description of STW practices in their schools



Widespread implementation of STW initiatives in elementary and middle schools appears to be the exception. The largest percentage of respondents said STW practices were "being tried out by some teachers." Sixty percent indicated some teachers tried field trips to local workplaces or attempted to incorporate career themes into daily lessons. Over half reported some teachers were trying career exploration and career talks given by parents. Activities requiring coordination with organizations external to elementary and middle schools such as job shadowing, employer/student mentoring, and linkages with high schools had low percentages of full implementation.

Figure 5b. Elementary / Middle School teachers' description of STW practices in their schools



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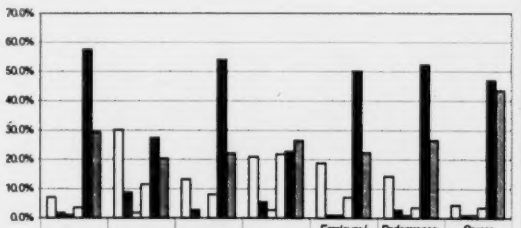
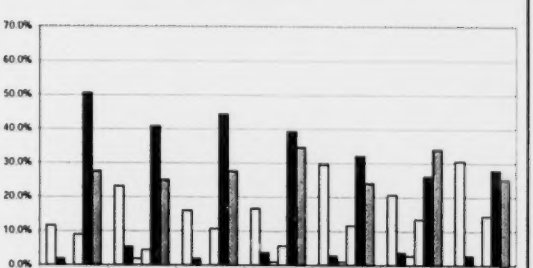
Figures 6a and 6b illustrate high school teachers' description of STW practices in their schools. Over 40 percent reported that providing student career information and guidance was fully implemented. Nearly 35 percent said paid work experiences for students was a fully implemented STW practice at their school, while 34 percent indicated full implementation of courses that earn both high school and college credits. Like the elementary and middle school counterpart, data from high school teachers suggest the implementation of STW initiatives at the secondary level is not broad. Most often, STW practices were said to be at the stage of "being tried out by some teachers." Half of the respondents reported career exploration, partnerships with employers, employer/student mentoring, performance-based assessment, and work-based learning were being tried out by some high school teachers. As would be expected, many of the high school STW practices reflected a greater degree of coordination with employers.

Figure 6a. High School teachers' description of STW practices in their schools



	Career exploration	Career portfolios	Partnerships with employers	Career majors	Employer / student mentoring	Performance-based assessment	Career information and guidance
No information, cannot describe	7.1%	30.1%	13.3%	20.9%	18.8%	14.2%	4.4%
Never studied or considered	1.8%	8.8%	2.7%	5.5%	0.9%	2.7%	0.9%
Studied and rejected as being unrealistic	0.9%	1.8%	0.0%	2.7%	0.9%	0.9%	0.9%
Being studied, but not implemented	3.5%	11.5%	8.0%	21.8%	7.1%	3.5%	3.5%
Being "tried out" by some teachers	57.5%	27.4%	54.0%	22.7%	50.0%	52.2%	46.9%
Fully adopted and implemented	29.2%	20.4%	22.1%	26.4%	22.3%	26.5%	43.4%

Figure 6b. High School educators' description of STW practices in their schools



	Work-based learning	School-based enterprises	Job shadowing by students	Paid work experience opportunities	Linkages with post-secondary educational	Courses that earn both high school and	Professional development provided for all
No information, cannot describe	11.5%	23.0%	15.9%	18.4%	29.4%	20.5%	30.4%
Never studied or considered	1.8%	5.3%	1.8%	3.6%	2.7%	3.6%	2.7%
Studied and rejected as being unrealistic	0.0%	1.8%	0.0%	0.9%	0.9%	2.7%	0.0%
Being studied, but not implemented	8.8%	4.4%	10.6%	5.5%	11.5%	13.4%	14.3%
Being "tried out" by some teachers	50.4%	40.7%	44.2%	39.1%	31.9%	25.9%	27.7%
Fully adopted and implemented	27.4%	24.8%	27.4%	34.5%	23.9%	33.9%	25.0%

Figure 6a shows that according to thirty percent of the high school teachers, career majors were not being implemented in their high schools at the time of the survey. Figure 6b shows that professional development related to STW ideas and practices was a relative unknown to many secondary school educators. Just over 30 percent reported they had no information or could not describe professional development opportunities available to them.

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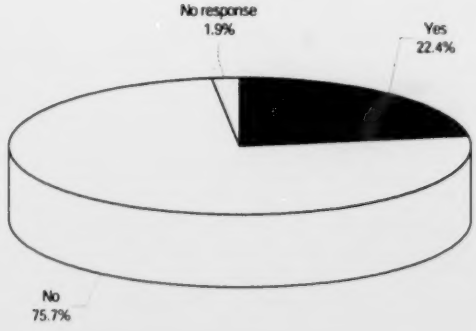
Data from all K-12 teachers suggest the connection between local schools, particularly classroom teachers, and employers was limited. A relatively small percentage of teachers (22.4%) indicated they had contact with employers who supported or were involved in STW activities. Figure 7 displays this finding.

Figure 7. Percentage of K-12 teachers who had contact with employers supporting or involved with school-to-work activities



The STW activities in which employers reported being involved are presented in Table 3. Over sixty percent of the participating employers sponsored students in paid or unpaid work situations, participated in career/job fair at a local school, or had been a guest speaker at a school.

The group of random employers was much less active in STW as could be expected. In fact, the highest percentage of random employers participated in STW in ways that required a low level of involvement. Fifty percent donated money, while just over 27 percent contributed equipment or supplies to a local school.

Table 3. STW activities in which employers are involved

	Participating employers (N=395)	Random employers (N=328)
▪ Sponsored students in paid or unpaid work situations	62.5%	26.2%
▪ Participated in career / job fair at local school	61.8%	18.0%
▪ Guest speaker at school	60.8%	17.4%
▪ Sponsored student tours of organization	57.5%	18.6%
▪ Donated money	52.2%	50.0%
▪ Participated in local STW planning	46.8%	16.5%
▪ Contributed equipment or supplies to local school	42.0%	27.4%
▪ Sponsored students in job shadowing	38.7%	12.2%
▪ Provided mentors	33.9%	9.1%
▪ Serve on Local Partnership Council	28.4%	6.1%
▪ Provided tutors	15.7%	3.4%

3. How has the Kentucky School-to-Work initiative permeated the overall K-12 curriculum and to what level of intensity?

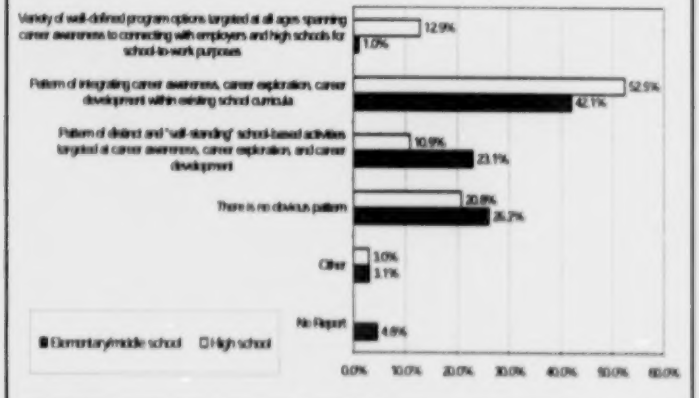
Permeation and intensity are associated with the extent to which STW programming is implemented within schools and classrooms. Forty-one percent of all K-12 teachers indicated that the scope and depth of STW programming within their school varied and was highly dependent upon the interests of individual teachers. Table 4 illustrates a high level of disagreement with statements that reflect broad, integrated programming and provides evidence as to the high degree of variability in STW activities across Kentucky. For instance, 94.3 percent disagreed with the statement describing their programming as having broad scope with depth at the introductory level, involving most teachers, and all students. Nearly 96 percent disagreed with the description "significant depth with wide scope – a majority of students and teachers are involved."

Table 4. K-12 educators' agreement with statement describing school-to-work programming at their schools

Statement	Agree	Disagree
• Scope and depth varies and is highly dependent upon the interests of individual teachers	40.8%	59.2%
• Not aware of programming in my school	21.0%	79.0%
• No knowledge, so I can't make a judgment	15.2%	84.8%
• Significant depth and narrow scope -- certain students and their teachers are involved	12.2%	87.8%
• Primarily vocational education curriculum activity	11.5%	88.5%
• Broad scope with depth at the introductory level, involving most teachers, and all students	5.7%	94.3%
• No programming, so there is no scope or depth	5.1%	94.9%
• Significant depth with wide scope -- a majority of students and teachers are involved	4.4%	95.6%

K-12 teachers describe the prevalent pattern of STW as focused on career awareness and exploration within existing curricula. Figure 8 shows 52.5 percent of high school teachers, and 42.1 percent of elementary/middle school teachers chose such a description. About one-quarter (26.2%) of the teachers at elementary/middle schools said there is no obvious pattern.

Figure 8. Statement that best describes prevalent pattern of STW practices within schools



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Of those K-12 teachers who indicated they were involved in STW, about one-third (30.7%) taught STW concepts only 1 to 4 times per academic year. However, nearly the same combined percentage (30.1%) taught STW concepts on a weekly (21.8%) or daily (8.3%) basis. The range of frequencies illustrated in figure 9 suggests much variability in how often students are exposed to STW.

Figure 9. K-12 teachers who indicated involvement in STW description of how frequently they teach school-to-work concepts in an academic year

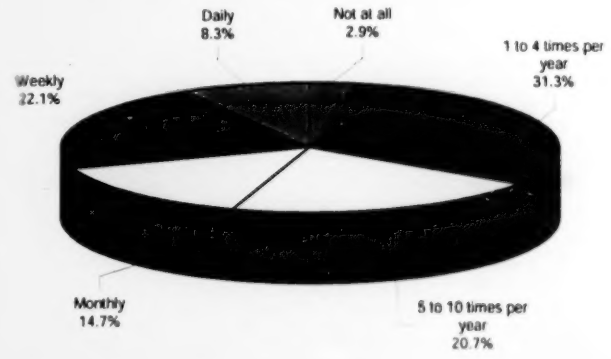
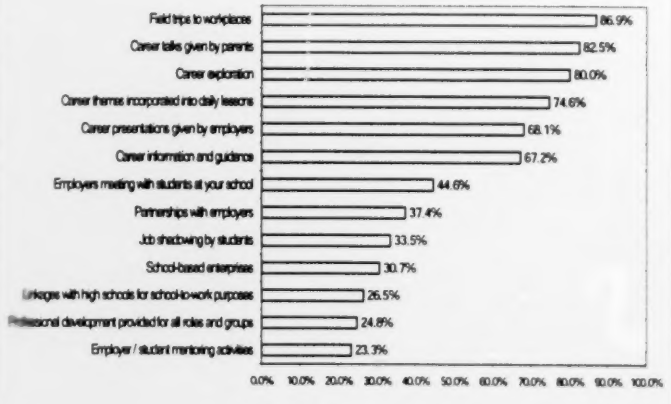


Figure 10 displays those STW practices that elementary/middle school teachers said were being tried out by some teachers or were fully implemented. By combining these two categories, data provide evidence of the career awareness/exploration emphasis that characterizes much of the STW activity in Kentucky. Almost nine in 10 teachers identified field trips as a prominent STW practice; approximately eight in 10 reported career talks given by parents and career exploration as existent activities; and nearly three-quarters identified career themes as being incorporated into daily lessons.

Figure 10. Elementary / middle school teachers' description of STW practices "being tried" or "fully implemented"


Field trips to workplaces 86.9%
Career talks given by parents 82.5%
Career exploration 80.0%
Career themes incorporated into daily lessons 74.6%
Career presentations given by employers 68.1%
Career information and guidance 67.2%
Employers meeting with students at your school 44.6%
Partnerships with employers 37.4%
Job shadowing by students 33.5%
School-based enterprise 30.7%
Linkages with high schools for school-to-work purposes 26.5%
Professional development provided for all roles and groups 24.8%
Employer / student mentoring activities 23.3%
0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

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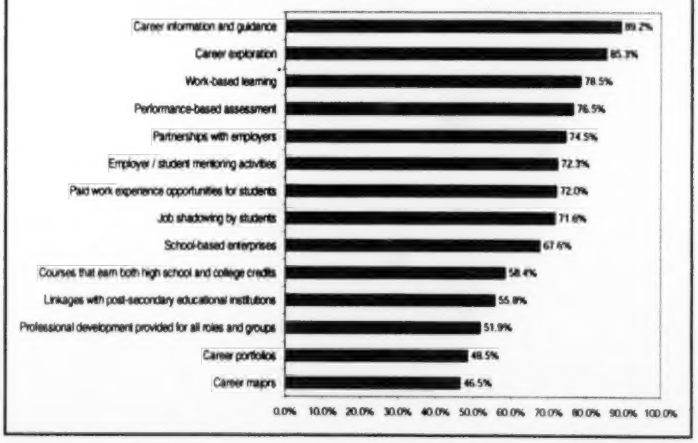
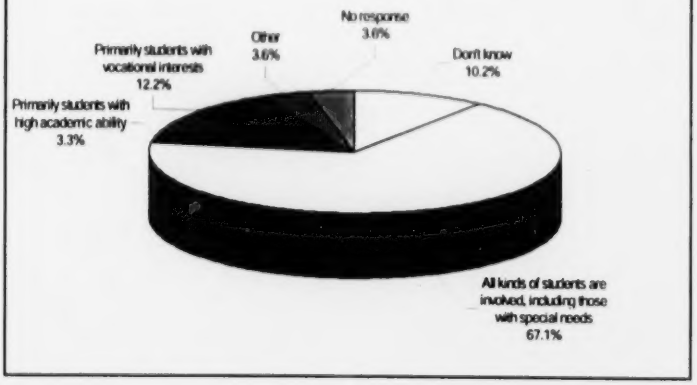
According to high school teachers, the most prominent STW practices being tried or fully implemented were providing students with career information and engaging students in career exploration. Figure 11 shows over eighty-five percent of the teachers reported these activities present in their schools' STW program. Practices that focus on work-based learning, or require coordination with employers were more likely at high schools than elementary/middle schools. More than 70 percent of the teachers identified work-based learning, performance-based assessment, partnerships with employers, employer/student mentoring activities, paid work opportunities, and job shadowing as STW practices being tried or fully implemented.

Figure 11. High school teachers' description of how STW practices that are "being tried" OR are "fully implemented"



Two-thirds (67.1%) of the K-12 teachers involved in STW programming, reported all kinds of students were involved, including those with special needs. Figure 12 illustrates this finding. These data also negate the stereotypic identification that students with vocational interests are predominant in STW. Only 12 percent of the K-12 teachers said students with vocational interests were the primary participants in their programs.

Figure 12. Type of students participating in STW programs and activities according to K-12 teachers involved



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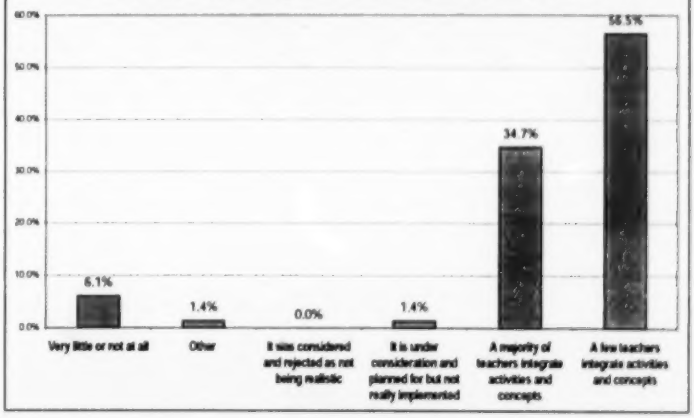
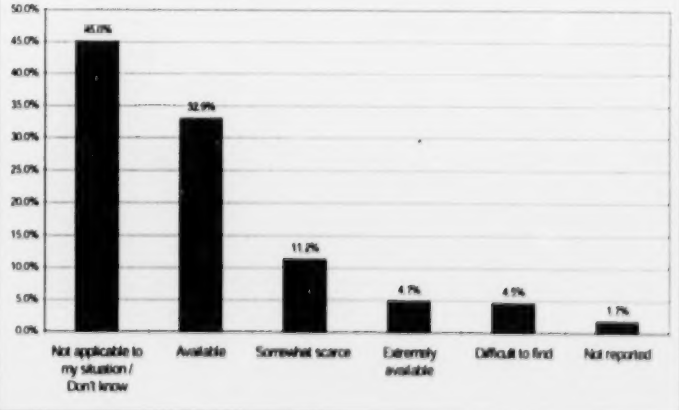
A majority of K-12 teachers involved in STW integrated the concepts into existing lessons within the overall curricula at their schools. In Figure 13, 56.4 percent reported that a few teachers integrated activities and concepts, while over one-third (34.7%) said a majority of teachers were integrating STW concepts into existing lessons. A small percentage (6.1%) indicated very little or no integration was occurring, and none of the respondents said integrating STW was considered and rejected as unrealistic at their schools.

Figure 13. Extent to which school-to-work activities and concepts are integrated into existing lessons of the overall curriculum according to K-12 teachers involved in STW



With a focal point of Kentucky's STW system being work-based learning, K-12 teachers were asked to report on the availability of work sites within their school district. Figure 14 shows that one-third (32.9%) said work-based learning locations were available. About 15 percent said work sites were difficult to find or scarce. Because a relatively small number of educators reported being directly involved with work-based learning, or having employer contact, the fact that 45 percent could not respond to this question was not surprising.

Figure 14. Extent to which work-based learning is available in school district according to K-12 teachers involved in STW



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During telephone interviews, employers were asked to identify the number of students they employed in any situation, and then they were asked to identify the number of students they had specifically in work-based learning placements. To aid employers with their understanding of work-based learning, interviewers read the following description to each respondent: ***"Work-based learning generally requires an organization to work closely with schools to provide structured work opportunities for students to learn and apply skills related to a chosen career area. Most often, students are paid while in workplace learning jobs."*** Figure 15 reveals that about half of the participating and random employers had no students working for their organizations.

Figure 15. Number of students employed in any situation during school year in employers' busiest month

Figure 16 shows that seven in 10 participating employers, and nine in ten random employers, did not have students in workplace learning situations. Consequently, employers from both groups were more likely to hire students as "regular" employees than to sponsor work-based learning placements.

Figure 16. Number of students employers sponsored in work-based learning

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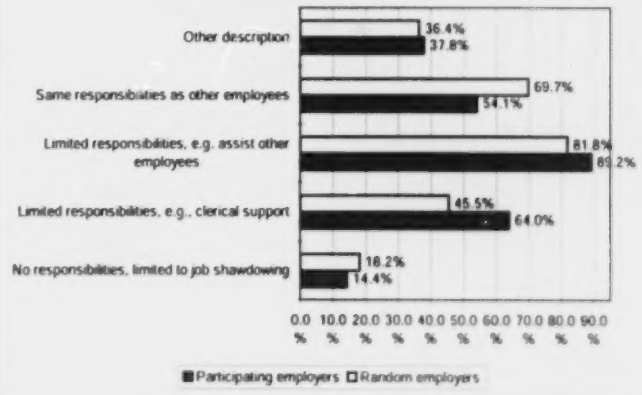
The level of responsibilities given to students in work-based learning varied by situation; however, students frequently worked to assist other employees. Over eighty percent of the random employers and nearly 90 percent of the participating employers said students were given limited responsibilities. Figure 17 shows the percentage of employers agreeing to each of the descriptions of work-based learning responsibilities.

Figure 17. Percentage of employers' agreeing with description of responsibilities given to students in work-based learning



Over one-third of the respondents gave their own description of the responsibilities assigned to students. These responses generally clustered into two areas. First, employers said responsibilities were dependent upon a student's skills and abilities. For example, one employer said, "We try to find out what they are capable of doing, then give them responsibilities in line with those skills." A second group of descriptions suggested that responsibilities varied. A participating employer gave this response: "We let them come in and work in several different jobs. We all get involved and give them enough to keep them busy and learning."

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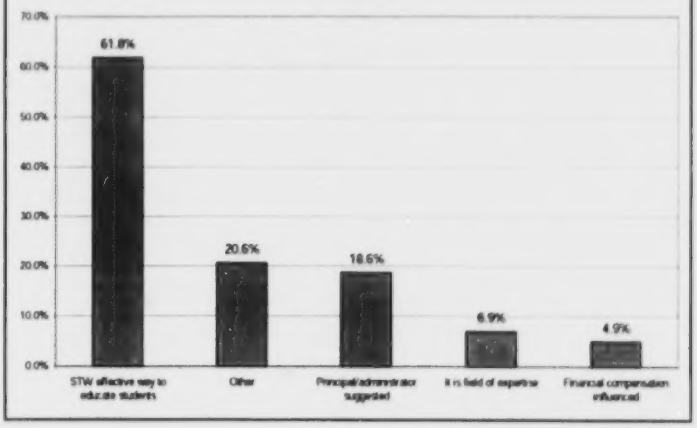
4. What factors promote the involvement of K-12 teachers and employers, and what factors seem to hinder involvement?

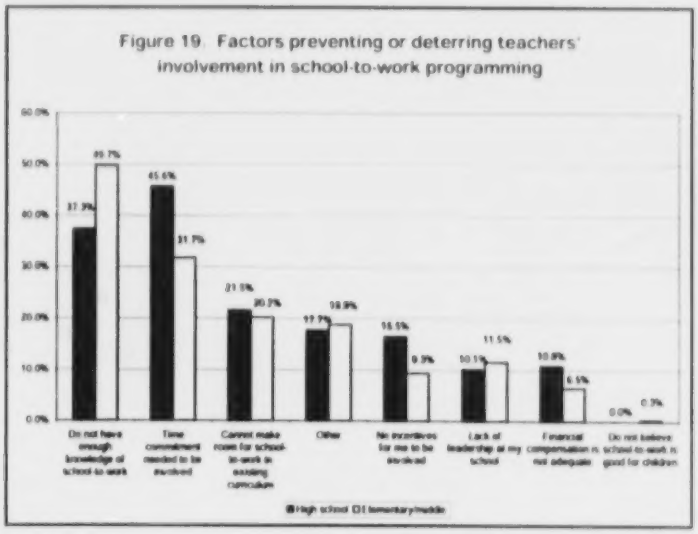
Over 60 percent of K-12 teachers involved in STW said they participated because it was an effective way to educate students. Figure 18 shows less than 20 percent attributed their involvement to the influence of their principal or other administrator. Examples of other comments made by teachers included: "This type of program [STW] is extremely needed in my area. I felt it could be successful and wanted to be involved." Another respondent noted, "The only way my area will entice industry to come here is to supply a workforce to fill their positions. There are too many people on public assistance here." Finally, one teacher said, "I wanted to give my students a choice besides dropping out."

Figure 18. Reasons why K-12 teachers were involved in STW



Among all elementary/ middle school teachers, the greatest deterrent to being involved was their lack of specific knowledge about STW. Figure 19 shows nearly 50 percent identified lack of knowledge, while slightly over 37 percent of high school teachers reported the same. For high school teachers, the greatest deterrent was the time commitment needed to be involved as reported by 45.6 percent of the respondents. A frequent response provided in the category "other" related to funding. Teachers offered the following comments: "I was involved for five

Figure 19. Factors preventing or deterring teachers' involvement in school-to-work programming



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years, but funding has decreased" "There's no grant money this year." "School-to-work money was not available." "Lost our grant money." "I'll be involved as funding becomes available."

The most frequent problems faced by K-12 teachers involved in STW tended to occur at the operational level of their schools. For instance, nearly 30 percent said (a) providing substitutes / or class coverage during STW activities, (b) allowing time for teachers to plan STW activities, and (c) allowing time for teachers to participate in STW activities were significant problems.

Table 5. Problems faced by K-12 educators involved in STW

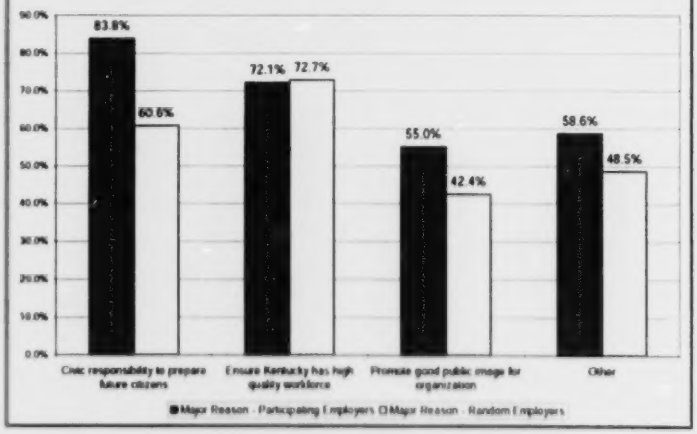
	Significant problem	Somewhat of a problem	Not a problem	Don't know	No Response
a) Providing substitutes/class coverage during school-to-work activities	29.9%	22.4%	12.8%	26.0%	8.9%
b) Allowing time for teachers to plan school-to-work activities	29.6%	32.2%	14.8%	16.4%	6.9%
c) Allowing time for teachers to participate in school-to-work activities	27.0%	28.6%	19.4%	17.8%	7.2%
d) Obtaining funds to purchase equipment, materials, and supplies for school-to-work	26.3%	28.3%	10.2%	28.6%	6.6%
e) Getting parents involved in school-to-work activities	24.0%	22.0%	18.1%	28.6%	7.2%
f) Securing transportation for field trips/work-based learning	16.1%	24.3%	33.9%	17.4%	8.2%
g) Developing support for school-to-work among parents	15.1%	25.3%	19.1%	33.2%	7.2%
h) Developing a shared vision/plan for school-to-work among teachers	14.5%	34.9%	20.1%	24.3%	6.3%
i) Providing staff development opportunities for school-to-work	13.5%	34.9%	21.1%	23.4%	7.2%
j) Communicating your school's vision/plan for school-to-work to	12.8%	28.0%	21.1%	30.3%	7.9%
k) Providing help with student career counseling	11.2%	25.0%	27.3%	28.3%	8.2%
l) Supporting career/academic counseling with your school's staff	11.2%	22.4%	23.4%	35.2%	7.9%
m) Developing interest in school-to-work among students	5.6%	27.3%	43.1%	16.1%	7.9%
n) Maintaining good behavior among students during school-to-work activities/instruction	4.6%	25.3%	43.4%	18.4%	8.2%
o) Finding appropriate speakers/field trips	4.3%	35.5%	38.5%	14.1%	7.6%

As Table 5 details, teachers also labeled other challenges as "somewhat of a problem." Over one-third of the teachers identified the following items in this category: finding appropriate speakers and field trip sites (35.5%), developing a shared vision/plan for STW among teachers (34.9), and providing staff development opportunities for STW issues (34.9%).

Two areas the greatest percentage of teachers said were "not a problem" included (a) maintaining good behavior among students during STW activities/instruction (43.4%), and (b) developing interest in STW among students (43.1%).

Employers reported their major reasons for being involved in STW were because of a civic responsibility to prepare future citizens, and to ensure Kentucky has a high-quality workforce. Figure 20 shows a nearly equal percentages of participating (72.1%) and random (72.7%) employers selected this latter reason. In the category of "other," employers frequently cited immediate benefits their organizations received from being involved. For example, the following reasons were given: "It gives us the chance to get extra help." "It's the need for help, that's the catalyst for our involvement." "Not only do we have an obligation to our community, but whether it be internally for candidates as employees, or externally to influence individuals making purchasing decision, we stay involved."

Figure 20. Reasons employers sponsor students in work-based learning, or are involved in STW



Employers who sponsor students in work-based learning identified liability issues and time needed to coordinate with schools as problems they encountered. Table 6 details these findings. Over half of the employers noted (a) cost of wages and (b) availability of training resources were not problems.

Table 6. Problems for employers sponsoring students in work-based learning

	Major problem	Minor problem	Not a problem	Don't know
• Liability issues	19.4%	40.3%	39.6%	0.7%
• Time needed to coordinate with schools	16.0%	44.4%	38.2%	1.4%
• Lack of training resources	9.7%	36.8%	52.8%	0.7%
• Cost of wages	3.5%	41.7%	54.2%	0.7%
• Supervising students	6.3%	43.1%	50.0%	0.7%

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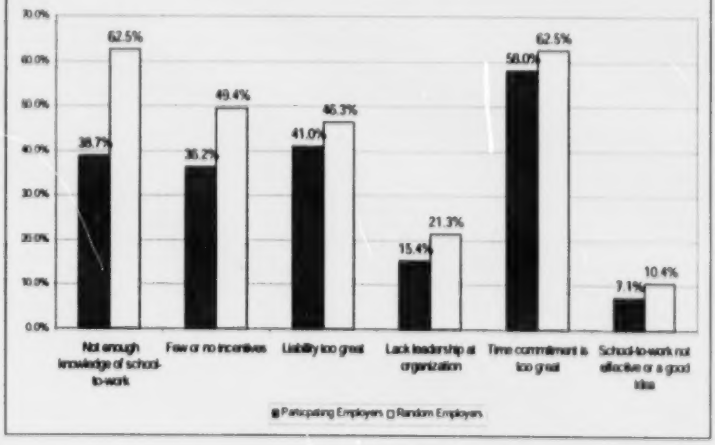
Employers not sponsoring students in work-based learning identified liability issues and the time needed to coordinate with schools as major barriers to future involvement. Table 7 displays response percentages from both employer sample groups – participating and random. The table reveals nearly forty percent of both samples viewed liability issues as a major barrier. Among random employers, however, a greater percentage said time to coordinate with schools was a major barrier (46.1%).

Table 7. Barriers to future involvement for employers not sponsoring students in work-based learning

		Liability issues	Time to coordinate with schools	Lack of training resources	Supervising students in workplace	Cost of wages
Major Barrier	Participating	41.2%	32.4%	21.1%	15.5%	13.4%
	Random	39.7%	46.1%	26.1%	24.4%	12.5%
Minor Barrier	Participating	31.7%	44.4%	45.8%	41.2%	40.1%
	Random	33.6%	34.2%	39.7%	33.6%	39.3%
Not a Barrier	Participating	25.0%	22.9%	32.0%	40.8%	44.7%
	Random	23.7%	18.3%	32.2%	39.7%	46.4%
Don't Know	Participating	1.8%	0.4%	1.1%	1.8%	1.8%
	Random	2.4%	1.0%	1.7%	2.4%	1.4%

Employers said they were deterred from being involved in partnerships with local schools because the time commitment was too great. Figure 21 also illustrates that nearly two-thirds (62.5%) of the random employers felt their lack of knowledge of STW prevented them from being involved.

Figure 21. Factors that prevented or deterred employers from being involved in partnerships with local schools



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5. How confident are K-12 teachers and employers in the effectiveness of school-to-work initiatives as strategies to improve the overall education of students?

The construct of "confidence" proved difficult to measure given the methodological design of the study. From tl e responses of teachers and employers, it was difficult to isolate STW as a distinct and self-standing initiative. Data showed that STW was linked in the minds of most respondents to other initiatives as well as being related to a variety of practices. Thus, no definitive answers emerged about how confident teachers and employers were in the overall effectiveness of STW initiatives as strategies to improve schools. However, as addressed in the first evaluation question, teachers and employers appeared to be supportive of the aims and objectives of STW initiatives. Table 8 shows this support from the perspective of K-12 teachers. Respondents assigned varying degree of importance to the objectives of Kentucky's STW System. For instance, the objectives of (a) including all students (61.9%), (b) emphasizing career preparation (61.0%), and (c) providing career information and guidance (60.1%) were viewed as extremely important by more than twice as many respondents as was the objective of (k) offering career majors (28.5%). Although the degrees of importance varied, few respondents said the objectives were not important. Less than five percent of the teachers assigned "not important" to any of the objectives.

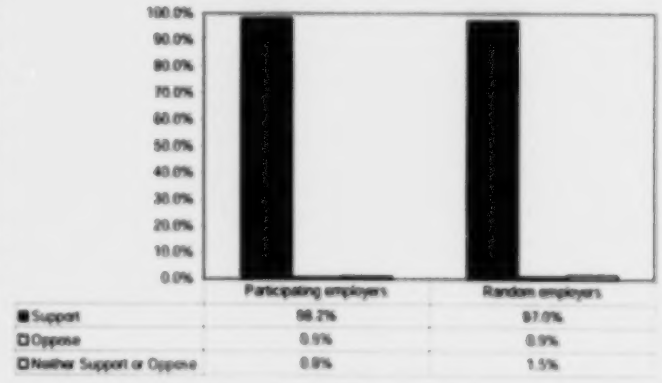
Table 8. K-12 teachers' opinion of the relative importance of Kentucky's STW objectives

	Extremely Important	Somewhat Important	Important	Not Important	Do Not Understand Objective
a) All students be included	61.9%	19.6%	13.8%	3.8%	0.8%
b) Career preparation emphasized	61.0%	22.6%	15.6%	0.5%	0.3%
c) Career information and guidance provided	60.1%	25.5%	13.6%	0.0%	0.8%
d) Emphasis on academic learning with occupational application	52.0%	28.0%	18.3%	0.8%	0.8%
e) Community involvement including vision, ownership and partnership	48.9%	29.0%	18.2%	2.0%	1.8%
f) Employer commitment fostered	48.4%	26.6%	20.8%	2.2%	2.0%
g) Focus on the context (setting, day-to-day activities, skills needed) of potential employment	44.8%	33.3%	18.3%	1.8%	1.8%
h) Work-based learning	43.3%	30.8%	23.0%	1.8%	1.0%
i) Professional development for all partners (teachers, administrators, employers)	41.8%	30.9%	23.6%	3.3%	0.3%
j) Agreements with post-secondary institutions for courses to earn both high school and college credits	36.9%	32.0%	23.6%	3.9%	3.5%
k) Offering career majors	28.5%	35.2%	29.2%	4.2%	2.9%

An overwhelming majority of employers supported closer ties between business and education as depicted in Figure 22. When asked why, employers offered a range of responses that suggested closer ties would improve education. Examples of such comments follow:

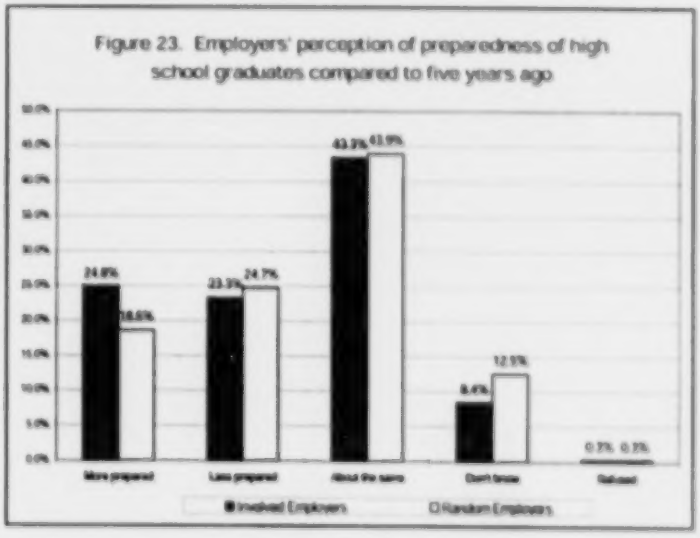
- "I think closer ties help because some of what schools are now doing doesn't respond to what employers want."
- "Employers need schools to turn out graduates that can take a place in the workforce. Unless there's communication, schools are going to lose touch."
- "It's in our own self-interest because students will be our employees at a later date. You could say we're altruistic, but that's not always the case.

Figure 22. Percentage of employers' supporting closer ties between business and education



Participating employers were somewhat more likely than random employers to indicate high school graduates were better prepared today compared to five years ago. Figure 23 illustrates almost twenty-five percent of the participating employers said students were more prepared. About 19 percent of the random employers indicated the same. In contrast to being better prepared, about one in four employers indicated graduates were less prepared, while the greatest percentage said students were prepared about the same.

Figure 23. Employers' perception of preparedness of high school graduates compared to five years ago



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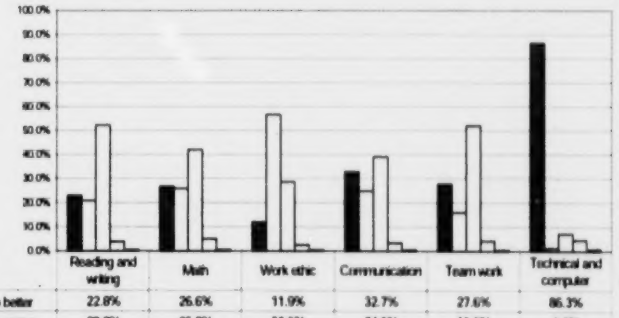
Participating employers observed several changes in students' skills when compared to the past few years. Technical and computer skills were viewed to have improved according to a large percentage of employers. As shown in Figure 24, over eighty-six percent reported these skills had gotten better. In contrast, nearly 60 percent said the work ethic of students had gotten worse. About 25 percent indicated math and communication skills had declined. Nevertheless, 26 percent said math skills improved while 32 percent said communication skills had gotten better.

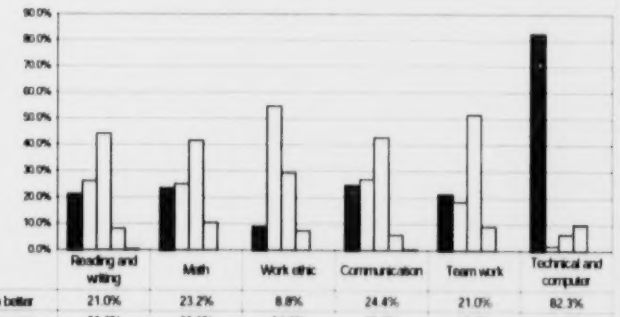
Figure 24. Areas in which students' skills changed in past few years according to participating employers



	Reading and writing	Math	Work ethic	Communication	Team work	Technical and computer
Gotten better	22.8%	26.6%	11.9%	32.7%	27.6%	86.3%
Gotten worse	20.8%	25.8%	56.5%	24.6%	15.9%	1.3%
Stayed the same	52.2%	42.0%	28.6%	39.0%	51.9%	7.1%
Don't know	3.8%	5.1%	2.5%	3.3%	4.1%	4.6%
Refused	0.5%	0.5%	0.5%	0.5%	0.5%	0.8%

The random group of employers also viewed students' technical and computer skills to have improved. Over eight in ten (82.3%) said these skills had gotten better as shown in Figure 25. About one-quarter felt students' math and communication skills improved; however, similar percentages said the same skills had declined. Like the participating employers, the random group reported that students' work ethic had gotten worse. Over half (54.6%) viewed work ethic to have declined over the past few years.

Figure 25. Areas in which students' skills changed in past few years according to random employers



	Reading and writing	Math	Work ethic	Communication	Team work	Technical and computer
Gotten better	21.0%	23.2%	8.8%	24.4%	21.0%	82.3%
Gotten worse	26.2%	25.0%	54.6%	26.8%	18.3%	1.8%
Stayed the same	44.2%	41.5%	29.3%	42.7%	51.5%	6.1%
Don't know	8.2%	10.4%	7.3%	5.8%	9.1%	9.8%
Refused	0.3%	0.0%	0.0%	0.3%	0.0%	0.0%

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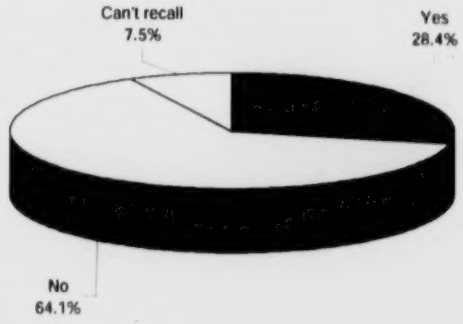
6. How satisfied are K-12 teachers and employers with the system's abilities to prepare them for their respective roles in school-to-work programs?

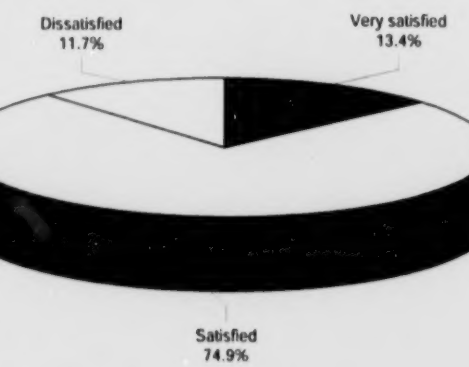
This key evaluation question explored the perceptions that K-12 teachers and employers had regarding the effectiveness of the STW services provided by the state of Kentucky, its agencies, as well as local organizations. Nearly 30 percent of the K-12 teachers received training in STW concepts as displayed in Figure 26. Nonetheless, almost two-thirds (64.1%) said they had not received training anytime during the past three years.

Figure 26. Percentage of K-12 teachers who received training in STW practices or concepts anytime during 1995-1998



Of those teachers who received training, 13 percent indicated they were very satisfied, while another 75 percent said they were satisfied. Figure 27 illustrates the level of satisfaction teachers reported having with their STW training. The survey instrument mailed to teachers did not ask respondents to identify sponsor(s) of the training they received; therefore, it is not possible to directly attribute levels of satisfaction solely to efforts supported by state agencies.

Figure 27. K-12 teachers' satisfaction with training received



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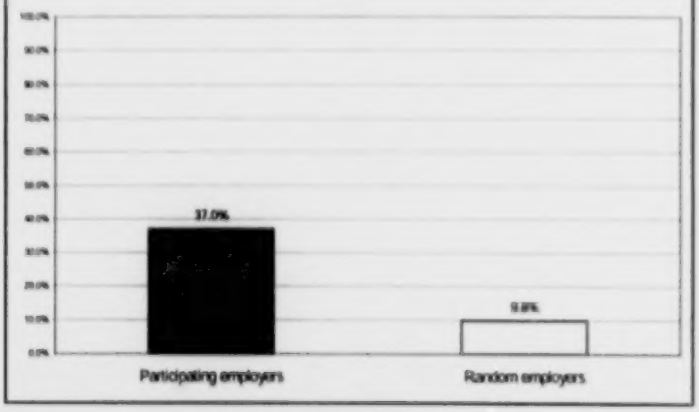
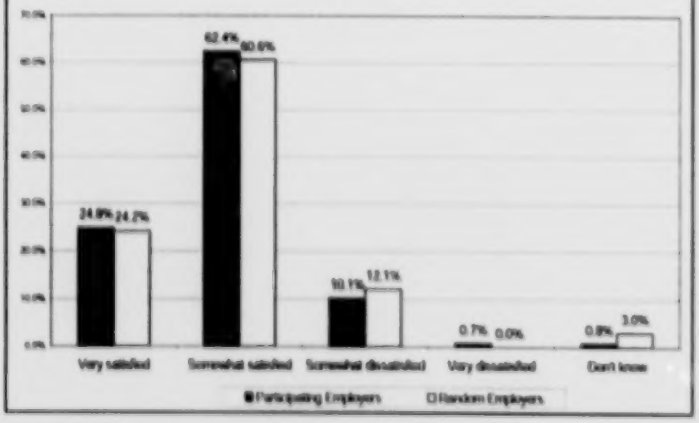
Thirty-seven percent of the participating employers and 10 percent of the random employers received training during the last three years as shown in Figure 28. Conversely, almost two-thirds (63%) of the participating employers did not receive instruction or training in STW despite their current involvement. Note the interview protocol used in the study of employers did not require respondents to identify the sponsor(s) of the training they received.

Figure 28. Percentage of employers that received training in school-to-work concepts and practices during last three years



Among those employers who received training, satisfaction was high among both populations. Figure 29 shows about one-quarter were very satisfied, while another 60 percent reported being somewhat satisfied. Less than one percent of the participating employers reported being very dissatisfied with their training.

Figure 29. Employers' satisfaction with training received in STW concepts and practices



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The state of Kentucky and local Partnership Councils serve as important sources of funding for local STW initiatives. According to K-12 teachers involved in STW, about twenty-two percent said they received funds from their Partnership Council. A large percentage (70.8%) of teachers did not know if they had received funding. Thus a great number of schools may have received these funds, but teachers simply did not know of it. Figure 30 illustrates these findings.

Figure 30. Percentage of schools receiving funds from Partnership Council according to K-12 teachers involved in STW

Nearly one in five (18.6%) of the K-12 teachers involved in STW knew their school had received funding from the state (see Table 9). Teachers identified other sources of funds including grants from the McConnell Clark Foundation and money from local area labor markets.

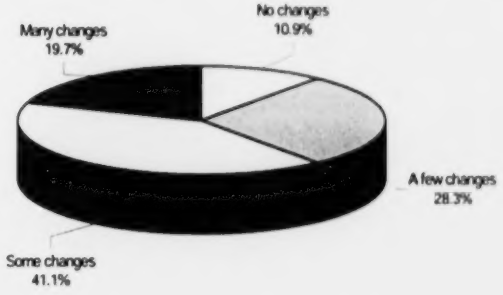
Table 9. Sources of STW funding according to K-12 teachers involved in STW

	Source
18.6%	Kentucky School-to-Work System
13.8%	Tech Prep
5.9%	Junior Achievement
5.6%	High Schools at Work
5.4%	Other
4.2%	An employer in local labor market area
3.9%	Economics America
1.7%	Jobs for America's Graduates
0.3%	Leadership Pool Grant
60.8%	Don't know

7. According to K-12 teachers and employers, how has the Kentucky School-to-Work System made a difference in meeting the needs of students in the areas of school-to-work?

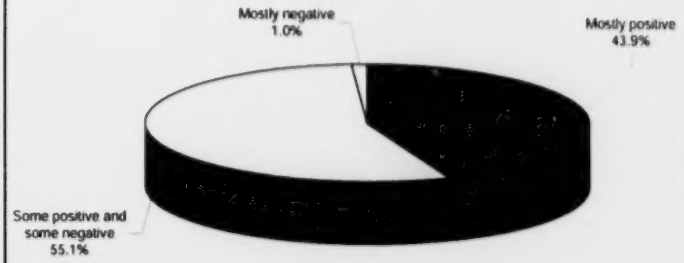
K-12 teachers involved in STW identified several levels of change in the preparation of students according to the goals of Kentucky's STW System. Nearly one in five (19.7%) said they had witnessed many changes and two in five (41.1%) noticed some changes. About 11 percent reported no changes had occurred. Figure 31 details these data.

Figure 31. Percentage of K-12 teachers who noticed change in how Kentucky prepares students for high-skill, high-wage careers



For those involved teachers who noticed many changes, some changes, or a few changes (combined total 82.1%, see Figure 31), forty-four percent reported mostly positive changes had occurred in the preparation of students. The largest percentage (55.1%) saw a mix of change including positive and negative. Only one percent said the changes were exclusively negative as shown in Figure 32.

Figure 32. Type of change in student preparation according to those K-12 teachers involved in STW and who noticed change



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The impetus for positive change in the preparation of students was attributable to the efforts of teachers and other educators, according to nearly two-thirds of K-12 teachers involved in STW. As displayed in Table 10, only one in five (19.1%) teachers said the impetus of change was pressure from businesses. An even smaller percentage (14.3%) attributed change as a response to the demands of parents or community groups.

Table 10. Impetus of change in how students are prepared according to K-12 teachers involved in STW

	Impetus of Change
63.5%	Efforts of teachers and other educators
46.9%	The school system's response to a changing world
47.2%	Kentucky school reform mandates, initiatives and legislation
46.9%	The Kentucky School-to-Work System and funding
19.1%	Increased pressure from businesses
14.3%	Increased pressure from parents and community groups

In areas that employers said students' skills had improved (see Figures 24 & 25), changes in statewide policies such as the initiation of STW was the most frequently cited reason for improvement. Table 11 shows that teaching methods and teacher preparation were other frequently cited factors. About half (47.6%) of the participating employers felt their increased involvement with schools contributed to improvements. Among the other reasons noted by employers, computers and computer skills were frequently mentioned. Employers offered these comments:

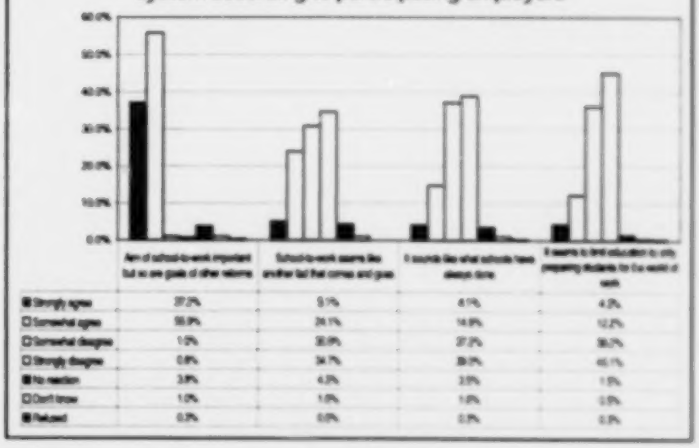
Table 11. Reasons for improved student skills according to employers

	Participating Employers	Random Employers
Changes in statewide policies	75.4%	57.3%
Teaching methods improved	58.0%	45.7%
Better trained teachers	57.0%	47.0%
Increase involvement by employers	47.6%	34.8%
Teacher provided better incentives	34.2%	34.1%
Parent are more involved	33.2%	34.8%
Other	23.5%	19.5%

- "Students are more computer literate than five years ago."
- "I think the major factor is the ability to use the computer."
- "Better resources like computers in the classroom and at home."

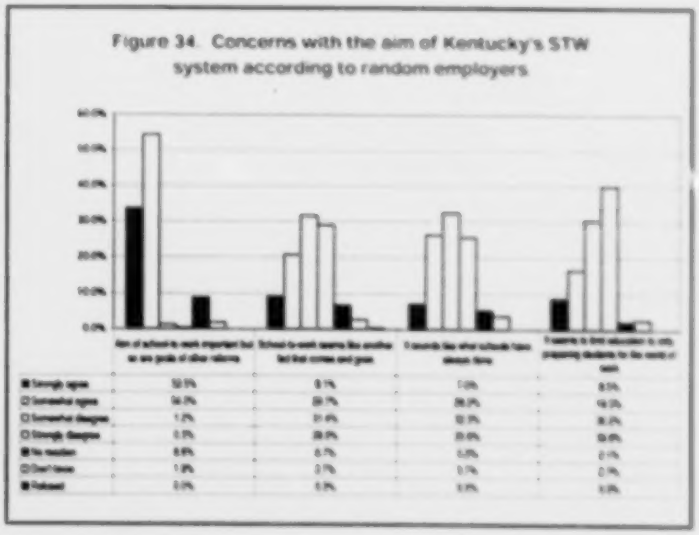
The aims of school-to-work are important, but so are the goals of other educational reforms. About one in three employers strongly agreed that the aim of school-to-work is important, but so are goals of other reforms. Over 93 percent of the participating employers somewhat agreed (55.9%) or strongly agreed (37.2%) with the statement "The aim of STW is important, but so are the goals of other school reforms." As illustrated in Figure 33, participating employers generally did not agree with statements that positioned STW is a less than favorable light. For instance, 81.3 percent disagreed (somewhat disagreed 36.2%, strongly disagreed 45.1%) with the statement: "STW seems to limit education to only preparing students for the world of work."

Figure 33. Concerns with the aim of Kentucky's STW system according to participating employers



The group of random employers expressed similar sentiments regarding their possible concerns with the aims of STW. Nearly nine in ten (87.8%) said they strongly agreed (33.5%) or somewhat agreed (54.3%) with the statement: "The aim of STW is important, but so are the goals of other school reforms." Figure 34 illustrates this result.

Figure 34. Concerns with the aim of Kentucky's STW system according to random employers



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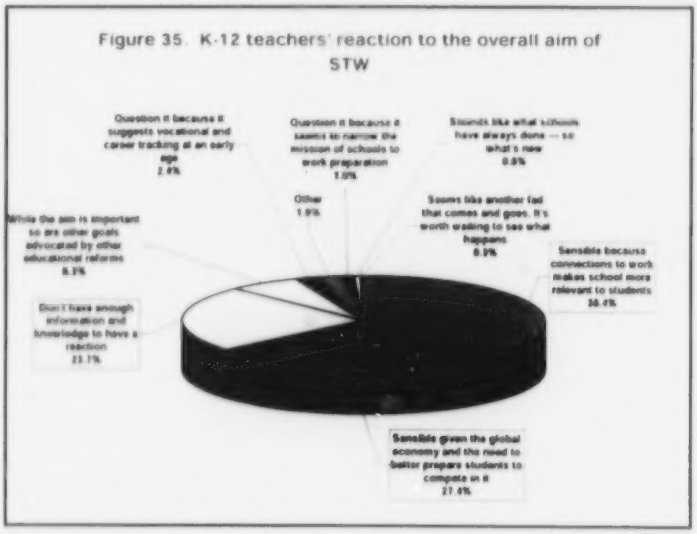
Relatively strong support of STW and its capacity to meet the needs of students is evident among K-12 teachers as display in Figure 35. When describing their reaction to the overall aim of STW, more than one-third (36.4%) said, "STW is sensible because connections to work make school more relevant to students." A relatively small percentage of teachers reacted negatively to the aim. For instance, about two percent said they questioned STW because it suggests vocational and career tracking at an early age. Less than one percent said STW seemed like a fad that comes and goes. Interestingly, almost one in four (23.7%) said they did know enough about STW to have a reaction.

Figure 35. K-12 teachers' reaction to the overall aim of STW


Question it because it suggests vocational and career tracking at an early age
2.4%
Question it because it seems to narrow the mission of schools to work preparation
1.0%
Sounds like what schools have always done — so what's new
0.8%
Other
1.9%
While the aim is important so are other goals advocated by other educational reforms
6.3%
Seems like another fad that comes and goes. It's worth waiting to see what happens
0.9%
Sensible because connections to work makes school more relevant to students
36.4%
Don't have enough information and knowledge to have a reaction
23.7%
Sensible given the global economy and the need to better prepare students to compete in it
27.4%

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PROCEDURAL CONSIDERATIONS

The populations of this evaluation study came from three different sources resulting in some inconsistencies as the samples were drawn from each group. For instance, the group of random employers was drawn from a large electronic database of Kentucky-based businesses. As the sample was assembled, no pre-identified contact person was available to interviewers. During each telephone contact, interviewers asked to speak with the person in charge of hiring at the organization. This less than optimal approach contrasted with the sample of participating employers that each had a specific contact person identified with whom the interview was conducted. The evaluation team's assumption was random employers were less knowledgeable about STW practices and issues.

It should also be noted that the sample of Kentucky teachers was stratified to include representation from elementary, middle, and high schools. Evaluators assumed the sample was comprised of only K-12 teachers. However, a small percentage of respondents (2.2%) identified themselves as administrators at one of the specific school levels. Their responses were included in all analyses of K-12 teacher data.

Survey methodology anchored the study. This method constrained the evaluators' ability to interpret some of the results. For instance, employers were asked several forced-choice questions regarding their reasons for being involved in STW. While the data produced by these items was sound, evaluators suspect underlying motivations were never revealed. Alternative qualitative methods would have allowed for additional probing.

The survey methods produced limited results for one of the key evaluation questions. The construct of "confidence" articulated in the fifth key question proved difficult to measure. From the responses of teachers and employers, it was difficult to isolate STW as a distinct and self-standing initiative. Data showed that STW was linked in the minds of most respondents to other initiatives as well as being related to a variety of practices. Thus, no definitive answers emerged about how confident teachers and employers were in the overall effectiveness of STW initiatives as strategies to improve schools.

Finally, the study proved to be an exemplar of collaborative evaluation research. Kentucky's Evaluation Advisory Team was invaluable as it assisted in the development of the study, testing instruments, and performing stakeholder analysis. Because collaboration was its focus, the study's results are applicable to the Commonwealth and limited by the boundaries of the state.

APPENDIX A
K-12 Teacher Survey Questions

Survey Introductory Statement

Kentucky School-to-Work System Evaluation Study / K-12 Teacher Survey

Throughout the survey, the term "school-to-work" refers to various strategies, programs, activities, and strategies used in Kentucky to work with businesses and schools. Your school may not actually use "school-to-work" to describe its programs; nevertheless, the information you provide will help us to better understand the impact of school-to-work across the state.

"School-to-work" can begin in kindergarten and continue through high school and post-secondary education. Strategies, programs, and activities fall into three categories: school-based learning, work-based learning, and connecting. (See the enclosure)

1. How would you describe your awareness of the Kentucky School-to-Work System? (Circle One)

1 Very aware of Kentucky's School-to-Work System
2 Somewhat aware of Kentucky's School-to-Work System
3 Not at all aware of Kentucky's School-to-Work System.

2. Which statement best describes your current overall knowledge of school-to-work ideas and practices? (Circle One)

1 Very little/no knowledge —>[SKIP TO QUESTION #4]
2 Some knowledge
3 High level of knowledge

3. Where have you heard about school-to-work programs? (Circle All That Apply)

1 Reading professional literature
2 From activities taking place at my school
3 Talking and interacting with colleague(s)
4 From a workshop/conference sponsored by the Kentucky School-to-Work System
5 From a school/district staff development event
6 Television promotion for school-to-work
7 Radio advertisement
8 From a college course
9 Other: Please tell us: _____

4. Please take a look at the green one page enclosure. How would you rate the description of school-to-work on that form? (Circle One)

1 I do not understand school to work well enough to judge.
2 The description is exactly how I understand school-to-work.
3 A good description, but I was not aware of some of the programs or activities.
4 A poor description as I understand school-to-work.

5. During this school year (1998-99), how would you describe the scope and depth of school-to-work programming at your school? (Circle All That Apply)

1 Not aware of programming in my school
2 No knowledge, so I can't make a judgment
3 No programming, so there is no scope or depth
4 Scope and depth varies and is highly dependent upon the interests of individual teachers
5 Broad scope with depth at the introductory level, involving most teachers, and all students
6 Primarily vocational education curriculum activity
7 Significant depth and narrow scope -- certain students and their teachers are involved.
8 Significant depth with wide scope -- a majority of students and teachers are involved.

6. Listed below are core objectives of the Kentucky School-to-Work System. In your opinion, how important is each to achieving the kind of education students need for the 21st Century.

Scale: 4 = extremely important 3 = important 2 = somewhat important 1 = not important
0 = do not understand the objective

___ A) All students be included
___ B) Career preparation emphasized
___ C) Employer commitment fostered
___ D) Focus on the context (setting, day-to-day activities, skills needed) of potential employment
___ E) Professional development for all partners (teachers, administrators, employers)
___ F) Offering career majors
___ G) Work-based learning
___ H) Agreements with post-secondary institutions for courses to earn both high school and college credits
___ I) Emphasis on academic learning with occupational application
___ J) Career information and guidance
___ K) Community involvement including vision, ownership and partnership

7. Which of the activities, if any, are you personally involved with at your school? (Circle All That Apply)

0 None, not currently involved
1 Arrange paid work experiences for students
2 Reality Stores
3 Micro Society
4 Career Days
5 Teach in career-focused subject areas
6 Involved in Advisor / Advisee activity
7 Invite guest speakers to my classes
8 Advise students involved in work-based learning
9 Take students on field trips and visits to workplaces
10 Involved in tech prep activities
11 Arrange internships, mentorships, or job shadowing
12 Arrange work-based learning opportunities for students
13 Emphasize career choices in my classes
14 Initiate career exploration projects
15 School-based enterprise(s)
16 Other _____

8. How would you describe your involvement in the School-to-Work program at your school? (Circle One)

1 Not Involved –>[SKIP TO QUESTION #22]
2 Limited involvement 3 Somewhat involved 4 Extremely involved

9. Which statement best describes how frequently you teach school-to-work concepts during a typical school year? (Circle One)

1 Not at all 3 5 to 10 times per year 5 Weekly
2 1 to 4 times per year 4 Monthly 6 Daily

10. Since you started teaching, have you noticed any significant changes in how Kentucky schools prepare students for high-skill, high-wage careers? (Circle One)

1 No changes –> [SKIP TO #12]
2 A few changes 3 Some changes 4 Many changes

11. Have changes you noticed in how Kentucky schools prepare students for high-skill, high wage careers been: (Circle One)

1 Mostly positive 2 Some positive and some negative 3 Mostly negative

12. If you noticed any changes, what do you attribute the changes to? (Circle All That Apply)

1 Efforts of teachers and other educators
2 The school system's response to a changing world.
3 Kentucky school reform mandates, initiatives and legislation
4 The Kentucky School-to-Work System and funding
5 Increased pressure from businesses
6 Increased pressure from parents and community groups

13. Why did you become involved in school-to-work? (Circle All That Apply)

1 It is my field of expertise
2 Financial compensation influenced me
3 My principal / administrator suggested I get involved
4 School-to-work is an effective way to help educate children
5 Other _____

14. At what type of school to you teach or work? (Circle One)

1 Elementary / Middle School –> [GO TO ELEM/MS-15 BELOW]
2 High School –> [GO TO QUESTION HS-15 ON THE NEXT PAGE]

ELEM/MS-15. How would you describe the implementation of each of the following school-to-work practices in your school?

Scale:

5 = fully adopted and implemented
4 = being "tried out" by some teachers
3 = being studied but not implemented
2 = studied and rejected as being unrealistic
1 = never studied or considered
0 = no information so I can't describe

___ A) Career exploration
___ B) Field trips to workplaces
___ C) Employer / student mentoring activities
___ D) Job shadowing by students
___ E) Partnerships with employers
___ F) Career talks given by parents
___ G) Employers meeting with students at your school
___ H) Career presentations given by employers
___ I) Career themes incorporated into daily lessons
___ J) Career information and guidance
___ K) School-based enterprises
___ L) Linkages with high schools for school-to-work purposes
___ M) Professional development provided for all roles and groups

ELEM/MS-16. Which of the following statements best describes the prevalent pattern of school-to-work practices within your school : (Circle One)

1 A variety of well-defined program options targeted at all ages spanning career awareness to connecting with employers and high schools for school-to-work purposes
2 A pattern of integrating career awareness, career exploration, career development within existing school curricula
3 A pattern of distinct and "self-standing" school-based activities targeted at career awareness, career exploration, and career development
4 There is no obvious pattern
5 Other [PLEASE DESCRIBE]: _____

[GO TO QUESTION 17, ON PAGE 4]

HS-15. How would you describe the implementation of each of the following school-to-work practices in your school?
Scale:

5 = fully adopted and implemented
4 = being "tried out" by some teachers
3 = being studied but not implemented
2 = studied and rejected as being unrealistic
1 = never studied or considered
0 = no information so I can't describe

___ A) Career exploration
___ B) Career portfolios
___ C) Partnerships with employers
___ D) Career majors
___ E) Employer / student mentoring activities
___ F) Performance-based assessment
___ G) Career information and guidance
___ H) Work-based learning
___ I) School-based enterprises
___ J) Job shadowing by students
___ K) Paid work experience opportunities for students
___ L) Linkages with post-secondary educational institutions
___ M) Courses that earn both high school and college credits
___ N) Professional development provided for all roles and groups

HS-16. Which of the following statements best describes the prevalent pattern of school-to-work practices within your school: (Circle One)

1 A variety of well-defined program options targeted at all ages spanning career awareness to work-based learning to connecting high schools and post-secondary institutions
2 A pattern of integrating career awareness, career exploration, career development within existing school curricula with some instances of work-based learning programs
3 A pattern of distinct and "self-standing" school-based activities targeted at career awareness, career exploration, career development and little or no work-based learning programs

4 There is no obvious pattern

5 Other [PLEASE DESCRIBE]: _____

17. To what extent are school-to-work activities and concepts integrated into existing lessons and units that make up the overall curriculum at your school? (Circle One)

1 Very little or not at all.
2 A few teachers integrate activities and concepts.
3 A majority of teachers integrate activities and concepts.
4 It is under consideration and planned for but not really implemented.
5 It was considered and rejected as not being realistic.
6 Other (please describe):_____

18. Generally, what kinds of students are involved in your school-to-work programs and activities? (Circle One)

1 Don't know
2 All kinds of students are involved, including those with special needs.
3 Primarily students with high academic ability.
4 Primarily students with vocational interests.
5 Other- Please tell us: _____

19. Based on your experience, to what extent has each of the following been a problem for your school-to-work program this school year?

Scale: 1=not a problem 2=somewhat of a problem 3=significant problem 0=don't know

___ A) Developing a shared vision/plan for school-to-work among teachers
___ B) Communicating your school's vision/plan for school-to-work to parents
___ C) Developing support for school-to-work among parents
___ D) Getting parents involved in school-to-work activities
___ E) Developing interest in school-to-work among students
___ F) Maintaining good behavior among students during school-to-work activities/instruction
___ G) Providing staff development opportunities for school-to-work issues
___ H) Allowing time for teachers to participate in school-to-work activities
___ I) Allowing time for teachers to plan school-to-work activities
___ J) Providing substitutes/class coverage during school-to-work activities
___ K) Obtaining funds to purchase equipment, materials, and supplies for school-to-work
___ L) Finding appropriate speakers/field trips
___ M) Securing transportation for field trips/work-based learning experiences
___ N) Providing help with student career counseling
___ 0) Supporting career/academic counseling with your school's staff

20. Did your school receive school-to-work money from the State School-to-Work Partnership Council such as Local Partnership Council Implementation funds or School-to-Career funds? (Circle One)

1 Don't know / Not sure 2 No 3 Yes

21. Within the last four years did your school receive any school-to-work funding from any of the following? (Circle All That Apply)

1 Don't know
2 Junior Achievement
3 Kentucky School-to-Work System
4 Tech Prep
5 Jobs for America's Graduates
6 High Schools at Work
7 Leadership Pool Grant
8 Economics America
9 An employer in your local labor market area
0 Other - Please Tell us:_____

22. Have you had any professional contact with employers who support or who are involved with school-to-work activities? (Circle One)

1 No 2 Yes - Please Tell us: _____

23. To what extent are work-based learning opportunities available in your district? (Circle One)

1 Not applicable to my situation / Don't know
2 Extremely available
3 Available
4 Somewhat scarce
5 Difficult to find

24. Where are most work-based learning sites working with your school? (Circle One)

1 Not applicable to my situation / Don't know
2 Less than 1 mile from my school
3 1-5 miles from my school
4 6-10 miles from my school
5 More than 10 miles from my school
6 Other - Please Tell us:_____

25. What factors have prevented or deterred you from being involved in school-to-work programming at your school? (Circle All That Apply)

1 Do not have enough knowledge of school-to-work
2 Time commitment needed to be involved
3 No incentives for me to be involved
4 Do not believe school-to-work is good for children
5 Financial compensation is not adequate
6 Cannot make room for school-to-work in existing curriculum
7 Lack of leadership at my school
8 Other - Please Tell us:_____

26. Which one of the following best describes your overall reaction to the School-to-Work System's aim of "better preparing students for high-skilled, high wages careers," and to "increase their opportunities for further education?" (Circle One)

1 I don't have enough information and knowledge to have a reaction
2 It's sensible given the global economy and the need to better prepare students to compete in it
3 It's sensible because connections to work makes school more relevant to students
4 While the aim is important so are other goals advocated by other educational reforms
5 It seems like another fad that comes and goes. It's worth waiting to see what happens
6 It sounds like what schools have always done --- so what's new
7 I question it because it suggests vocational and career tracking at an early age
8 I question it because it seems to narrow the mission of schools to work preparation
9 Other. Please tell us: _____

27. During the last three years (1995-1998) have you had any training in school-to-work concepts and practices? (Circle One)

1 Yes 2 No –> [GO TO QUESTION 29] 3 Can't recall

28. If yes, how satisfied are you with the training? (Circle One)

1 Very satisfied 2 Satisfied 3 Dissatisfied 4 Very dissatisfied

29. Indicate your school's type.(Circle One)

1 Elementary School 2 Middle School 3 Junior High School 4 High School

30. What is the size of your school (total number of students)? _____students

31. Is your school district (Circle One for Each):

Is it: 1 Rural 2 Urban

Is It: 1 Independent 2 County

32. What is the population of your county?(Circle One)

1 Less than 5,000 2 5,001 to 20,000 3 20,001 to 50,000
4 50,001 to 100,000 5 Greater than 100,000

33. How many years have you been in teaching, including this year?

_____ Years in teaching, including this year

34. How many years have you been at your current school?

_____ Years at current school, including this year

APPENDIX B
Employer Interview Questions and Protocol

Note: This document is presented in the format produced by the Computer Assisted Telephone Interview (CATI) system

[# P9212 Kentucky School-to-Work System] [# Version 3.0 BBD] >st01< [start timer]

>q1< **How aware are you of the Kentucky School-to-Work System, would you say very aware, somewhat aware, or not at all aware?**

<1> VERY AWARE OF KENTUCKY'S SCHOOL-TO-WORK SYSTEM
<2> SOMEWHAT AWARE OF KENTUCKY'S SCHOOL-TO-WORK SYSTEM
<3> NOT AT ALL AWARE OF KENTUCKY'S SCHOOL-TO-WORK SYSTEM
[goto q3a].

>q2a< **Where have you heard about Kentucky's School-to-Work System?**
Did you hear about it from reading professional literature, such as trade journals or other business publications?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q2b< **(Where have you heard about Kentucky's School-to-Work System?)**
...from talking and interacting with colleagues?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q2c< **(Where have you heard about Kentucky's School-to-Work System?)**
...from workshops or conferences sponsored by the Kentucky School-to-Work System?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q2d< **(Where have you heard about Kentucky's School-to-Work System?)**
...School district development events?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q2e< **(Where have you heard about Kentucky's School-to-Work System?)**
...television promotions?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q2f< **(Where have you heard about Kentucky's School-to-Work System?)**
...radio advertisements?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q2g< **(Where have you heard about Kentucky's School-to-Work System?)**
...Local Labor Market Area representatives?
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q2h< **Were there any other places where you heard about Kentucky's school-to-work system?**
<1> YES (ENTER RESPONSE AND //) [specify]
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3a< **There are a number of ways in which an organization can be involved with local schools. Tell me which of the following activities, if any, your organization took part in during 1998.**
Did your organization contribute equipment or supplies to local schools during 1998?
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3b< **(During 1998, did your organization...)**
...provide tutors to local schools?
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3c< **(During 1998, did your organization...)**
...give lectures or provide a guest speaker to local schools?
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3d< **(During 1998, did your organization...)**
...sponsor student tours of your organization?
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3e< **(During 1998, did your organization...)**
...work with a local school to provide mentors for students.
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3f< **(During 1998, did your organization...)**
...bring students in as either paid or unpaid participants in workplace learning activities.
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3g< **(During 1998, did your organization...)**
...sponsor students in job shadowing.
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3h< **(During 1998, did your organization...)**
...participate in any planning activities with a local school.
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3i< **(During 1998, did your organization...)**
...donate money to a local school.
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3j< **(During 1998, did your organization...)**
...participate in a career or job fair at a local school.
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q3k< **During 1998, did someone at your organization serve as a member of a Local Partnership council? (A local partnership council is a group of business and education representatives who help plan and organize school-to-work activities on the local level.)**
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q4< **During the school year, about how many high school students does your organization employ in part-time or full-time jobs during its busiest month? (Just give us your best guess.)**
<0> NONE
<1-50> 1 TO 50
<77> 50 OR MORE
<d> DON'T KNOW <r> REFUSED @

>q5< **Since 1994, policy makers in Kentucky have encouraged employers to become more involved in local schools as an overall strategy to improve education. Overall, do you support or oppose closer ties between business and education?**
<1> SUPPORT
<2> OPPOSE
<3> NEITHER SUPPORT NOR OPPOSE (DO NOT READ)
<d> DON'T KNOW [goto q7] <r> REFUSED [goto q7] @

>q6<**And why do you say you support /oppose**
<3>@ [specify]

>q7<**The next question asks specifically about WORKPLACE LEARNING JOBS.**
Work-based learning requires an organization to work closely with schools to provide structured work opportunities for students to learn and apply skills related to a chosen career area. Most often, students are paid while in workplace learning jobs.

How many students, if any, does your organization currently sponsor in WORK-BASED LEARNING JOBS?
<0> NONE [goto q13]
<1-9> ENTER NUMBER 1 TO 9
<10> 10 OR MORE
<d> DON'T KNOW <r> REFUSED @

>q8a1<**How would you describe the responsibilities that students are given when involved in work-based learning programs at your organization?**

Would you say students are given no responsibilities, that is their work-based learning is limited to job shadowing?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q8a2<**(How would you describe the responsibilities that students are given when involved in work-based learning programs at your organization?)**

Are students given LIMITED responsibilities, providing CLERICAL support, such as word processing or photocopying?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q8a3<**(How would you describe the responsibilities that students are given when involved in work-based learning programs at your organization?)**

Are students given LIMITED responsibilities, working to assist other employees?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q8a4<**(How would you describe the responsibilities that students are given when involved in work-based learning programs at your organization?)**

Are students given The SAME responsibilities as other employees with similar jobs?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q8a5<**(How would you describe the responsibilities that students are given when involved in work-based learning programs at your organization?)**

Is there any other way you might describe the responsibilities given to work-based learning students at your organization?

<1> YES (ENTER RESPONSE AND //) [specify]
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q9<**We'd like to know some of the reasons organizations have for sponsoring students in work-based learning jobs, or being involved in school-to-work activities. For each of the following, tell me if you think it is a major, minor, or not a reason at all for your organization to participate in these types of activities.**

First, sponsoring students in work-based learning jobs as a civic responsibility to prepare future citizens? (Is this a major, minor, or not a reason at all for your organization to participate in these types of activities.)

<1> MAJOR REASON
<2> MINOR REASON
<3> NOT A REASON AT ALL
<d> DON'T KNOW <r> REFUSED @

>q10< **To ensure Kentucky has a high quality entry-level workforce?**
(Is this a major, minor, or not a reason at all for your organization to participate in these types of activities.)
<1> MAJOR REASON
<2> MINOR REASON
<3> NOT A REASON AT ALL
<d> DON'T KNOW <r> REFUSED @

>q11< **To promote a good public image for your organization?**
(Is this a major, minor, or not a reason at all for your organization to participate in these types of activities.)
<1> MAJOR REASON
<2> MINOR REASON
<3> NOT A REASON AT ALL
<d> DON'T KNOW <r> REFUSED @

>q12< **Are there other reasons why your organization is involved in school-to-work activities?**
<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @yes
[if q12@yes eq <1>]
What are they? @what [specify] [endif]

>q13a< **I'm going to read five statements that are potential problems for organizations that sponsor students in work-based learning jobs. After each statement, tell me if it is a major problem for your organization, a minor problem, or not a problem at all.**

First, the supervising of students in the workplace. Is that a major problem, a minor problem, or not a problem at all?
<1> MAJOR PROBLEM
<2> MINOR PROBLEM
<3> NOT A PROBLEM
<d> DON'T KNOW <r> REFUSED @

>q14a< **Liability issues that are related to having students work for your organization.**

(Is that a major problem, a minor problem, or not a problem at all for organizations that sponsor students in work-based learning jobs?)
<1> MAJOR PROBLEM
<2> MINOR PROBLEM
<3> NOT A PROBLEM
<d> DON'T KNOW <r> REFUSED @

>q15a< **]Cost of wages for students.**

(Is that a major problem, a minor problem, or not a problem at all for organizations that sponsor students in work-based learning jobs.?)
<1> MAJOR PROBLEM
<2> MINOR PROBLEM
<3> NOT A PROBLEM
<d> DON'T KNOW <r> REFUSED @

>q16a< **Lack of resources to develop the training that students need.**

(Is that a major problem, a minor problem, or not a problem at all for organizations that sponsor students in work-based learning jobs.?)

<1> MAJOR PROBLEM
<2> MINOR PROBLEM
<3> NOT A PROBLEM
<d> DON'T KNOW <r> REFUSED @

>q17a< **Time and energy needed to contact or coordinate activities with schools.**

(Is that a major problem, a minor problem, or not a problem at all for organizations that sponsor students in work-based learning jobs.?)

<1> MAJOR PROBLEM
<2> MINOR PROBLEM
<3> NOT A PROBLEM
<d> DON'T KNOW <r> REFUSED @ [goto q18]

>q13< **I'm going to read five statements that are potential barriers to organizations sponsoring students in work-based learning jobs. After each statement, tell me if it is a major barrier for your organization, a minor barrier, or if it's not a barrier.**

First, the supervising of students in the workplace? Is that a major barrier, a minor barrier, or not a barrier?

<1> MAJOR BARRIER
<2> MINOR BARRIER
<3> NOT A BARRIER
<d> DON'T KNOW <r> REFUSED @

>q14< **Liability issues that are related to having students work for your organization. (Is that a major barrier, a minor barrier, or not a barrier to your organization sponsoring students in work-based learning jobs?)**

<1> MAJOR BARRIER
<2> MINOR BARRIER
<3> NOT A BARRIER
<d> DON'T KNOW <r> REFUSED @

>q15< **]Cost of wages for students.**
(Is that a major barrier, a minor barrier, or not a barrier to your organization sponsoring students in work-based learning jobs.?)

<1> MAJOR BARRIER
<2> MINOR BARRIER
<3> NOT A BARRIER
<d> DON'T KNOW <r> REFUSED @

>q16< **Lack of resources to develop the training that students need.**
(Is that a major barrier, a minor barrier, or not a barrier to your organization sponsoring students in work-based learning jobs.?)

<1> MAJOR BARRIER
<2> MINOR BARRIER
<3> NOT A BARRIER
<d> DON'T KNOW <r> REFUSED @

>q17< **Time and energy needed to contact or coordinate activities with schools.**
(Is that a major barrier, a minor barrier, or not a barrier to your organization sponsoring students in work-based learning jobs.?)
<1> MAJOR BARRIER
<2> MINOR BARRIER
<3> NOT A BARRIER
<d> DON'T KNOW <r> REFUSED @

>q18< **How does the preparedness of high school graduates that apply for work today compare to five years ago? Would you say they are more prepared than five years ago, less prepared, or about the same?**
<1> MORE
<2> LESS
<3> ABOUT THE SAME
<d> DON'T KNOW <r> REFUSED @

>q19< **We'd like to know how you think students' skills have changed in the past few years. For each item, tell me if you think students have gotten better, gotten worse, or stayed about the same.**

(INTERVIEWER: <1> GOTTEN BETTER <d> DON'T KNOW
<2> GOTTEN WORSE <r> REFUSED)
<3> STAYED THE SAME

Reading and writing skills? @a

Math skills? @b

Work ethic? @c

Communication skills? @d

Team work ability? @e

Technical or computer skills? @f

[goto q21a]

>q20< **Think about the skills where you have seen students improve in the past few years. What do you MOST attribute these improvements to?**

(INTERVIEWER: <1> YES <d> DON'T KNOW
<2> NO <r> REFUSED)

Increased involvement by employers?
Better trained teachers?
Teachers are provided better incentives?
Teaching methods have improved?
Parents are more involved?
Changes in statewide educational policies, such as school-to-work
Other? (IF YES, ENTER RESPONSE AND //) @g

>q21a< **Now, rather than just thinking about students who work at your organization, think about any type of school and work partnerships. Which of the following factors have prevented or deterred YOUR organization from being involved in these types of activities with area schools?**

Do not have enough knowledge of school-to-work programs.

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q21b< **(Which of the following factors have prevented or deterred your organization from being involved in school-to-work activities at your area schools?)**
Few or no incentives to be involved.

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q21c< **(Which of the following factors have prevented or deterred your organization from being involved in school-to-work activities at your area schools?)**
Liability when hiring and sponsoring students is too great.

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q21d< **(Which of the following factors have prevented or deterred your organization from being involved in school-to-work activities at your area schools?)**
Lack of leadership at your organization.

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q21e< **(Which of the following factors have prevented or deterred your organization from being involved in school-to-work activities at your area schools?)**
Time commitment needed to be involved in school-to-work programs?

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

>q21f< **(Which of the following factors have prevented or deterred your organization from being involved in school-to-work activities at your area schools?)**
Do not believe school-to-work is effective or a good idea for students.

<1> YES
<2> NO
<d> DON'T KNOW <r> REFUSED @

Possible concerns with the aim of Kentucky's School-to-Work system is to work closely with employers to prepare all students for high-skill, high-wage careers and to increase their opportunities for further education.

>q22a< **The aim of Kentucky's School-to-Work system is to work closely with employers to prepare all students for high-skill, high-wage careers and to increase their opportunities for further education.**

I am going to read a list of possible concerns with this aim. After each statement tell me if you strongly agree, somewhat agree, somewhat disagree, strongly disagree, or have no reaction to it.

First, the aim of school-to-work is important, but so are goals advocated by other educational reforms.

<1> STRONGLY AGREE
<2> SOMEWHAT AGREE
<3> SOMEWHAT DISAGREE
<4> STRONGLY DISAGREE
<5> NO REACTION
<d> DON'T KNOW <r> REFUSED @

>q22b< **School-to-work seems like another fad that comes and goes.**
(Would you say you strongly agree, somewhat agree, somewhat disagree, strongly disagree, or have no reaction to this statement as it relates to Kentucky's school to work program.)

<1> STRONGLY AGREE
<2> SOMEWHAT AGREE
<3> SOMEWHAT DISAGREE
<4> STRONGLY DISAGREE
<5> NO REACTION
<d> DON'T KNOW <r> REFUSED @

>q22c< **It sounds like what schools have always done.**
(Would you say you strongly agree, somewhat agree, somewhat disagree, strongly disagree, or have no reaction to this statement as it relates to Kentucky's school to work program.)

<1> STRONGLY AGREE
<2> SOMEWHAT AGREE
<3> SOMEWHAT DISAGREE
<4> STRONGLY DISAGREE
<5> NO REACTION
<d> DON'T KNOW <r> REFUSED @

>q22d< **It seems to limit education to only preparing students for the world of work.**
(Would you say you strongly agree, somewhat agree, somewhat disagree, strongly disagree, or have no reaction to this statement as it relates to Kentucky's school to work program.)

<1> STRONGLY AGREE
<2> SOMEWHAT AGREE
<3> SOMEWHAT DISAGREE
<4> STRONGLY DISAGREE
<5> NO REACTION
<d> DON'T KNOW <r> REFUSED @

>q23< **During the last three years (1995-1998) have you had any training in school-to-work concepts and practices?**

<1> YES
<2> NO [goto q25]
<d> DON'T KNOW <r> REFUSED @

>q24< **How satisfied are you with the training?**
Would you say you were very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
<1> VERY SATISFIED
<2> SOMEWHAT SATISFIED
<3> SOMEWHAT DISSATISFIED
<4> VERY DISSATISFIED
<d> DON'T KNOW <r> REFUSED @

>q25< **Now please think about all the things we've talked about, and any other opinions you may have on Kentucky's school-to-work program. What do you think would be most effective for increasing employer participation in school-to-work activities?**
@ [specify]

>q26< **How would you categorize your organization?**

Would you call it a manufacturing company, a health services organization, a government agency, a financial service, a food service, a retail organization, a professional services organization, or something else?
<1> MANUFACTURING COMPANY
<2> HEALTH SERVICES ORGANIZATION
<3> GOVERNMENT AGENCY
<4> FINANCIAL SERVICE
<5> FOOD SERVICE
<6> RETAIL ORGANIZATION
<7> PROFESSIONAL SERVICES ORGANIZATION
<8> OTHER; ENTER RESPONSE AND // [specify]
<d> DON'T KNOW <r> REFUSED @

>q27< **What is your position or job title at this organization?**
@ [specify]

>q28< **How long have you been in your position?**
<0> LESS THAN A YEAR
<1-49> 1 TO 49 YEARS
<50> 50 YEARS OR MORE
<d> DON'T KNOW <r> REFUSED @

>q29< **Is your organization located in a rural area or an urban area?**
<1> RURAL
<2> URBAN
<d> DON'T KNOW <r> REFUSED @

>q30< **What is the approximate population of your county?**
Is it less than 5,000, 5 to 20 thousand, 20 to 50 thousand, 50 to 100 thousand, or 100 thousand or more?
<1> LESS THAN 5,000
<2> 5,000 TO 19,999
<3> 20,000 TO 49,999
<4> 50,000 TO 99,000
<5> 100,000 OR MORE
<d> DON'T KNOW <r> REFUSED @

[stop timer] [record timer in tm1]

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APPENDIX C
STW Description

The following information was included with the K-12 teacher survey:

Kentucky School-to-Work System, K-12 Teacher Study
KENTUCKY SCHOOL-TO-WORK DESCRIPTION

The enclosed survey includes questions about the Kentucky School-to-Work System, which consists of a state office and 22 local partnerships each referred to as a "local labor market areas." Your school belongs to one of the market areas.

The statewide system's goal is to offer all K-12 student access to programs that ultimately prepare them for high-skill, high-wage careers, and to increase their opportunities for further education.

Throughout the survey, the term "school-to-work" refers to various programs, activities, and strategies used in Kentucky to address and meet the goal. Your school may not actually use the term "school-to-work" to describe its program; nevertheless, the information you provide will help us to better understand the impact of school-to-work across the state.

"School-to-work" can begin in kindergarten and continue through high school and postsecondary education. Strategies, programs, and activities fall into three categories: school-based learning, work-based learning, and connecting activities.

School-based learning promotes career awareness and exploration, encourages career preparation, and provides career counseling so students select a career major no later than the 11th grade. Generally, activities are delivered at the school site and sometimes are integrated into current lessons and units.

Work-based learning includes workplace field trips, paid and unpaid work experiences, structured training, job shadowing, mentoring at job sites, co-ops, internships, tech prep, school-based enterprises, and apprenticeships directed toward an identified career goal. Except for school-based enterprises, activities generally include one-the-job experiences.

Connecting activities coordinate efforts between schools and work places, link employers as a learning resource in support of a student's career path, and foster partnerships among schools, employers, parents, teachers, students, and others from a local community

The survey will take you about 15 minutes to complete. Your participation is voluntary. All information, including names of individuals and schools participating will be kept strictly confidential.